CIC International Learning Mobility Benchmark

PUBLIC REPORT - 2012

June 2013

Developed by Studymove Consultants

TABLE OF CONTENTS

INTRODUCTION 4

METHODOLOGY 5

STUDENT PARTICIPATION DATA 7

1.1. NUMBER OF LEARNING ABROAD STUDENTS 8

1.2. NUMBER OF LEARNING ABROAD STUDENTS IN FOR-CREDIT PROGRAMS 10

1.3. NUMBER OF LEARNING ABROAD STUDENTS NON-CREDIT PROGRAMS 12

1.4. PARTICIPATION RATES 12

1.5. INTERNATIONAL STUDENTS IN LEARNING ABROAD PROGRAMS 14

1.6. ACADEMIC LEVEL (U.S. citizens or permanent residents) 15

1.7. GENDER (U.S. citizens or permanent residents) 17

1.8. ETHNICITY/RACE 18

1.9. OTHER DIVERSITY GROUPS 19

1.10. MAJOR FIELD OF STUDY (U.S. citizens or permanent residents) 21

1.11. DURATION OF LEARNING ABROAD (U.S. citizens or permanent residents) 23

1.12. DISABILITY (U.S. citizens or permanent residents) 27

1.13. LEARNING ABROAD PROGRAM TYPES 27

1.14. POST-GRADUATION INTERNATIONAL ACTIVITIES 29

DESTINATIONS 31

2.1. DESTINATIONS (ACADEMIC CREDIT) (All students) 31

2.2. DESTINATIONS BY REGIONS (FOR-CREDIT) (ALL STUDENTS) 32

2.3. DESTINATIONS (NON-CREDIT) (All students) 34

2.4. CHINA 35

2.5. AMERICAS (Latin America and the Caribbean) 36

PROGRAM MANAGEMENT 38

3.1. STAFFING RATIOS 38

3.2. WORKLOAD 40

FUNDING AND SUPPORT 46

4.1. PROGRAM SPONSORSHIP(only U.S. citizens or permanent residents) 46

4.2. INSTITUTIONAL FUNDING FOR STUDENT PARTICIPATION IN LEARNING ABROAD 47

4.3. OTHER SCHOLARSHIPS 48

4.4. FEE STRUCTURE 49

INBOUND MOBILITY STUDENTS 50

5.1. INBOUND MOBILITY STUDENTS 50

INTRODUCTION

Headquartered in the Midwest, the Committee on Institutional Cooperation (CIC) is a consortium of the Big Ten member universities plus the University of Chicago. For more than half a century, these world-class research institutions have advanced their academic missions, generated unique opportunities for students and faculty, and served the common good by sharing expertise, leveraging campus resources, and collaborating on innovative programs. Governed and funded by the Provosts of the member universities, CIC mandates are coordinated by a staff from its Champaign, Illinois headquarters.

CIC Member Universities:

University of Chicago
University of Illinois
Indiana University
University of Iowa
University of Michigan
Michigan State University
University of Minnesota
University of Nebraska-Lincoln
Northwestern University
Ohio State University
Pennsylvania State University
Purdue University
University of Wisconsin-Madison

The CIC International Learning Mobility Benchmark was established in May 2012 with the objective of developing a yearly report that contains detailed information about the international mobility strategies executed by CIC members. The study aims to go beyond the annual data reported for the IIE Open Doors survey to create an additional set of institutional data to support program management and policy decisions. It also includes some data points previously collected by the CIC Study Abroad Directors group.

A working group of 9 institutions led by Michigan State University and the University of Minnesota was established in April 2012 to develop and pilot an instrument for data collection. In October 2012, a final questionnaire was distributed to participating CIC member universities. The questionnaire requested information about participation in Learning Abroad Programs and the management of learning mobility programs. As the first year of the study, the ability of institutions to provide a full set of data for the time period of the study varied across the group and timing is an important consideration for future studies. The goal was to enable institutions to report on mobility statistics one year ahead of the Open Doors report. This may not be a workable goal for future reports and will be the subject of review with the participating institutions.

Data from seven participating CIC member institutions for the 2011-12 academic year is included in the final report. This version of the report provides an overview of student participation data in blinded form (only including average, median and range). The full report from the pilot project also includes extensive program management and financial data that remains confidential within the group. Participating institutions are Michigan State University, Purdue University, University of Iowa, University of Michigan, University of Minnesota-Twin Cities, University of Nebraska-Lincoln, and University of Wisconsin-Madison.

Benchmarking is a well-established method of comparing data across different organizations in order to improve policy development, management and administration. The process of establishing accurate, comparable data across many indicators is a long-term process and this pilot study represents a starting point. The data is not perfect but the participating institutions are working together to better define key categories and learn from each other. Participating CIC universities recognize the potential benefit of collectively addressing new areas of data reporting for student mobility. In this pilot phase, considerable discussion is still underway to agree on which new areas of reporting should be prioritized, understanding that collective benchmarking can establish the strategic importance of an issue and vice-versa. This study moves the participating institutions beyond rhetoric on several key issues and creates a starting point for informed community discussions.

METHODOLOGY

This study provides information and analysis based on the data reported by the seven participating CIC universities. The report includes a comprehensive benchmarking analysis that compares international mobility strategies and performance of each participating institution against each other. The objective of this benchmark analysis is to identify standards and best practices that allow universities to improve their performance.

In order to provide additional comparison points, this study also includes aggregate, average and median values for each indicator. The report also includes graphical representations that illustrate the position of each university in comparison to other universities.

Average - We calculate mean by dividing the total of all responses by the number of responses. With this information, universities are able to identify their position against the other universities and against the average of the group.

Median - The median is the exact middle point of the group when they are ranked in order. When the data is not symmetrical and universities report extreme values, the median (rather than the average) provides a more accurate indicator of any general tendency in the data.

For the graphical representations (Charts) in this report, we highlight the average with an orange circle the median with a dark red circle.

Finally, we would like to highlight that this report contains information that will be released in IIE's Open Doors report several months in advance. This important element will allow universities to assess their results and compare their figures with previous Open Doors reports in a more effective way. The report highlights the elements that correspond to an anticipated Open Doors response in green.

ADDRESING DEFINITIONS OF KEY TERMS

Learning abroad has been chosen as a key term in this report to reflect the breadth of activities that are now occurring under the traditional term, *study abroad*. It is not intended to align with any particular institution but rather to move towards terminology that purposefully extends the scope of inclusion. This terminology also communicates with an international audience, where the term *international learning mobility* (European Union, 2009) has become commonly understood to represent many different forms of international education activities.

For the purpose of this report, non-credit learning abroad activities include all international academic-related activities that a student may undertake during their studies, that are deemed by their institution to hold value in terms of the learning experience and its contribution to their study program or their personal and professional development. As an example of the criteria used to evaluate non-credit learning abroad activities, the University of Minnesota has a policy that activities must meet one of the following criteria:

- An activity that fulfills a University of Minnesota academic degree requirements, such as research for a senior project.
- A work, intern, or volunteer experience of at least three weeks in duration.
- A work, intern, or volunteer program that includes systematic reflection/processing and is at least one week in duration.
- Travel of at least a week's duration within the context of an educational program that includes systematic reflection/processing. Individual travel (unless linked to credit) does not qualify.
- Sponsored research abroad.
- Other experiences abroad that the student's parent college has defined as educational and related to collegiate internationalization.

International students are those students defined as non-US citizens and permanent residents, normally classified as international students for the purpose of enrolment in study programs. The Forum on Education Abroad Glossary has been used as a reference for other terms used in this project.

As a pilot project, it is sensible to acknowledge the weaknesses in the data set presented so that the data can be best used by participating institutions. Where there is not a high confidence in the data presented, it is acknowledged in the text and with the data tables. As such, it should be used with appropriate explanations and disclaimers.

SECTION 1

STUDENT PARTICIPATION DATA

The first section of the report provides an overview of student participation in Learning Abroad Programs at the participating institutions. The goal of the project was to collect data on all Learning Abroad Programs undertaken by students on their campuses, extending the national Open Doors data collection exercise to include non-credit activities and non-resident students. A more inclusive data set would more accurately reflect the success of campuses in promoting learning abroad and also the workload of the offices involved in the activity.

For the purpose of this report, non-credit learning abroad activities include all international academic-related activities that a student may undertake during their studies, that are deemed by their institution to hold value in terms of the learning experience and its contribution to their study program or their personal and professional development. As an example of the criteria used to evaluate non-credit learning abroad programs, the University of Minnesota has a policy that activities must meet one of the following criteria:

- An activity that fulfills a University of Minnesota academic degree requirements, such as research for a senior project.
- A work, intern, or volunteer experience of at least three weeks in duration.
- A work, intern, or volunteer program that includes systematic reflection/processing and is at least one week in duration.
- Travel of at least a week's duration within the context of an educational program that includes systematic reflection/processing. Individual travel (unless linked to credit) does not qualify.
- Sponsored research abroad.
- Other experiences abroad that the student's parent college has defined as educational and related to collegiate internationalization.

As this benchmarking project develops, it is possible that the CIC institutions will move towards a formal shared definition of non-credit learning abroad programs.

International students are those students defined as non-US citizens and permanent residents, normally classified as international students for the purpose of enrolment in study programs. Further working definitions used in this report are provided in the appendix.

As the first year of a multi-year project, compromises were made to ease institutions into the new data collection system. While the ideal remains a comprehensive set of data on all students participating in all forms of Learning Abroad Programs, the decision was taken by the working group to mirror some sections of the Open Doors statistics. In areas where new questions were added, it was decided that all students and program types would be reported at the outset. We anticipate that each year, more complex questions will be added to the survey so long as they hold value to the participating institutions.

As a pilot project, it is sensible to acknowledge the weaknesses in the data set presented so that the data can be best used by participating institutions. Where there is not a high confidence in the data presented, it is acknowledged in the text and with the data tables. As such, it should be used with appropriate explanations and disclaimers.

1.1. NUMBER OF LEARNING ABROAD STUDENTS

An important part of the project was to analyze the student participation rate in Learning Abroad Programs, defined as all international activities, credit and non-credit, recorded by the university. We requested information on the total number of students that undertook Learning Abroad Programs over several categories and during the period of Fall 2011 to Summer 2012.

The information provided by the seven reporting CIC member universities was sufficient to make a preliminary analysis of student participation in Learning Abroad Programs.

These seven CIC universities reported an aggregate of 15,848 students who participated in Learning Abroad Programs during Fall 2011 through Summer 2012. This figure includes U.S. citizens and international students from all academic levels and credit and non-credit Learning Abroad Programs (Table 1).

The largest group of participants were U.S. residents with 11,910 undertaking a Learning Abroad Program for credit, representing the anticipated total reported to Open Doors. An additional 1,425 U.S. residents participated in a non-credit program.

From this total, 13,526 students undertook a Learning Abroad Program for credit and 2,322 undertook a non-credit Learning Abroad Program (though data in this category should be used cautiously as it is likely to under-represent actual participation rates at many institutions).

Seven CIC member universities reported a total of 1,217 international students that participated in a Learning Abroad Program with 821 of those students undertaking a Learning Abroad Program for credit.

Table 1

Total number of Learning Abroad students (All students)

Student classification	CREDIT	NON-CREDIT	TOTAL
A. U.S. resident participants – citizens and permanent residents (from your institution)	11,910	1,425	13,335
B. International student participants (from your institution	821	396	1,217
C. All students from other institutions (both U.S. and international)	793	17	810
D. Other or unknown	2	484	486
TOTAL ALL PARTICIPANTS	**13,526**	**2,322**	**15,848**

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

From the reported aggregate of 15,848 students participating in credit and non-credit Learning Abroad Programs, the average was 2,264 students and the median was 2,245 students (Table 2 and Chart 1).

These seven universities also reported a total of 13,335 U.S. residents who undertook a Learning Abroad Program. For this group of students, the university average was 1,905 students and the median was 2,245 students.

There were 1,217 international students who undertook a Learning Abroad Program, the university average was 174 students and the median was 153 students.

Table 2

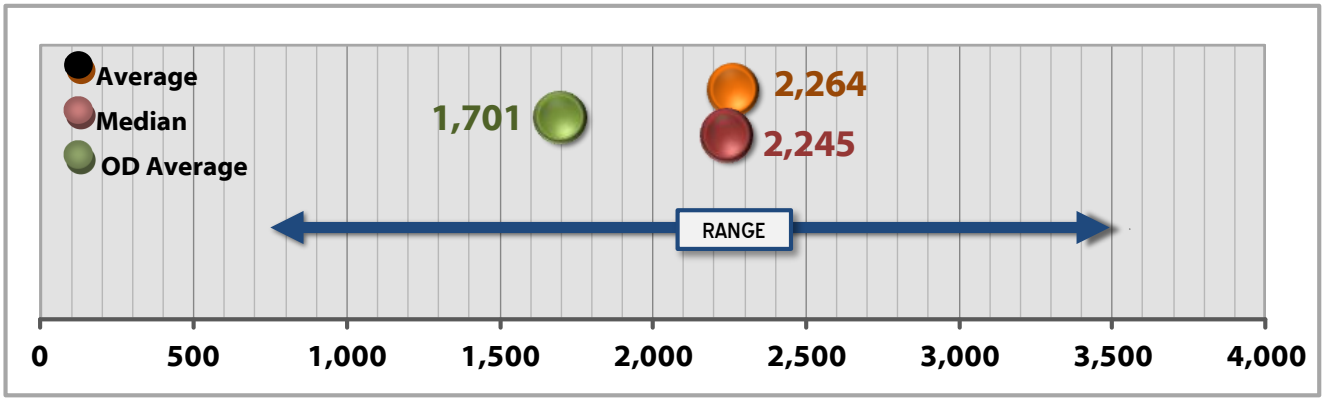
Average and Median of Learning Abroad students (All students)

Student classification	Average	Median
A. U.S. resident participants – citizens and permanent residents (from your institution)	1,905	2,245
B. International student participants (from your institution	174	153
C. All students from other institutions (both U.S. and international)	116	67
D. Other or unknown	69	0
TOTAL ALL PARTICIPANTS	**2,264**	**2,245**

Chart 1: Total number of learning abroad students (All students)shows the total for each university including the average of 2,264 and the median of 2,245 students.

Chart 1

Total number of learning abroad students (All students)

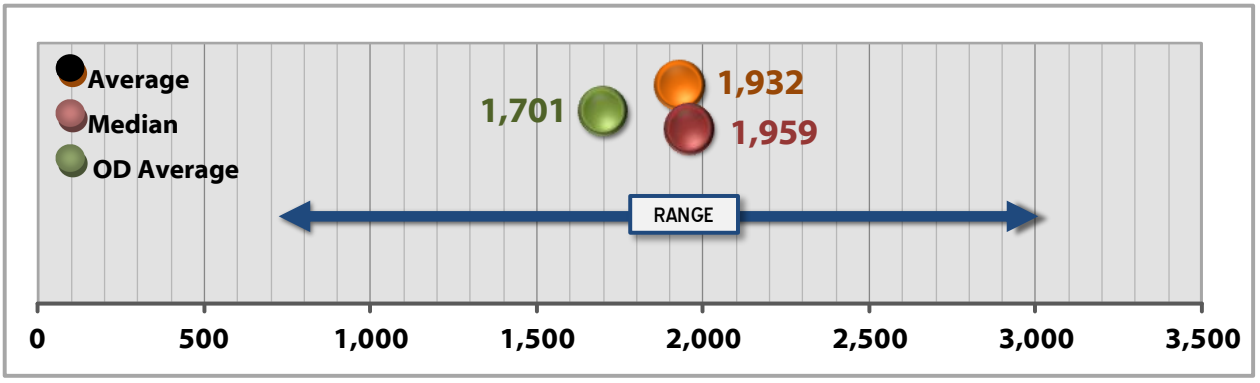


1.2. NUMBER OF LEARNING ABROAD STUDENTS IN FOR-CREDIT PROGRAMS

All seven participating CIC member universities were able to report on the number of learning abroad students in for-credit programs. There was an aggregate of 13,526 students participating in credit-bearing Learning Abroad Programs. This represents 85.3% of the total. On average, each university had 1,932 students on Learning Abroad Programs for credit (Chart 2).

Chart 2

Students on for-credit Learning Abroad Programs



When we consider only U.S citizens or permanent residents we obtained a similar result. During Fall 2011 through Summer 2012, there was 11,910 U.S citizens or permanent residents participants in credit-bearing Learning Abroad Programs which represents 89.3% of the total number of U.S citizens or permanent residents participants (Table 4). This is equivalent to the total anticipated Open Doors reporting statistic for the 7 participating universities. The university average was 1,701 students and the median was 1,946 students (Table 3).

Table 3

Average and Median of students on for-credit Learning Abroad Programs

Student classification	Average	Median
A. U.S. resident participants – citizens and permanent residents (from your institution)	1,701	1,946
B. International student participants (from your institution	117	153
C. All students from other institutions (both U.S. and international)	113	67
D. Other or unknown	0	0
TOTAL ALL PARTICIPANTS	**1,932**	**1,959**

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Table 4

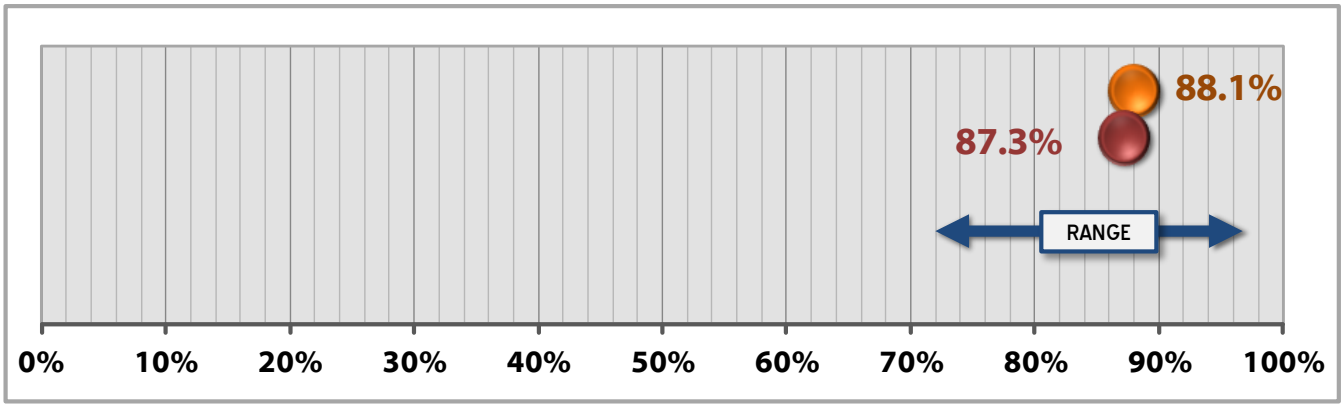
Percentage of students on Learning Abroad Programs for credit

Student classification	Aggregate	Average	Median
A. U.S. resident participants - citizens and permanent residents (from your institution)	89.3%	91.4%	94.9%
B. International student participants (from your institution	67.5%	66.9%	84.6%
C. All students from other institutions (both U.S. and international)	97.9%	71.5%	100.0%
D. Other or unknown	0.4%	13.3%	0.0%
TOTAL ALL PARTICIPANTS	**85.3%**	**88.1%**	**87.3%**

Chart 3: Percentage of students on for-credit Learning Abroad Programs shows the share of students in for-credit programs from the total for each university including the average of 88.1% and the median of 87.3%.

Chart 3

Percentage of students on Learning Abroad Programs for credit



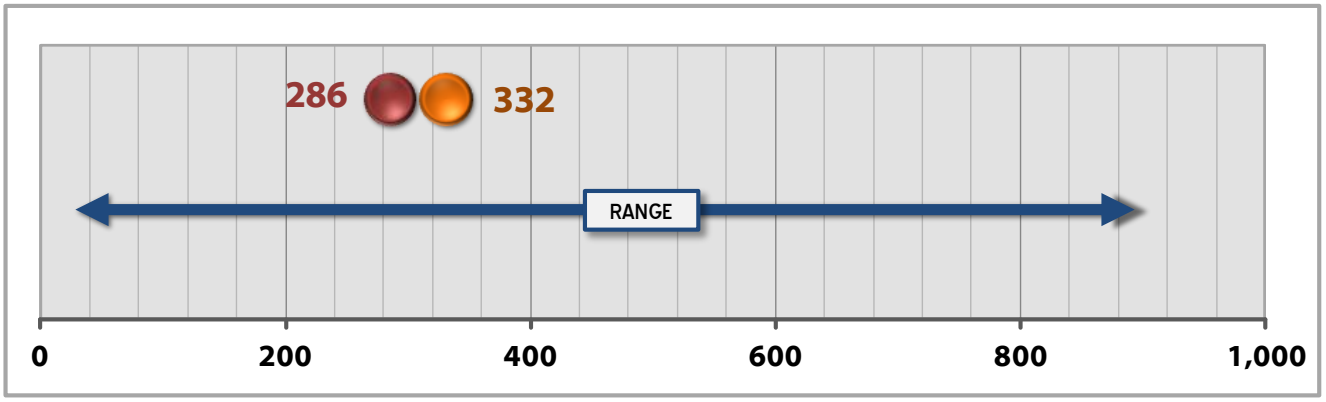
1.3. NUMBER OF LEARNING ABROAD STUDENTS NON-CREDIT PROGRAMS

All seven participating CIC member universities were able to report on the number of learning abroad students in non-credit programs. There was an aggregate of 2,322 students reported as participating in non-credit Learning Abroad Programs. This represents 14.7% of the total. On average, each university had 332 students on non-credit Learning Abroad Programs (See Table 1 and Chart 4).

The quality of the data reported in the non-credit area varies considerably and this data should be used with appropriate explanations.

Chart 4

Students participating in Learning Abroad non-credit programs



[Note: due to data limitations, this graph is likely to understate the actual participation levels in non-credit programs]

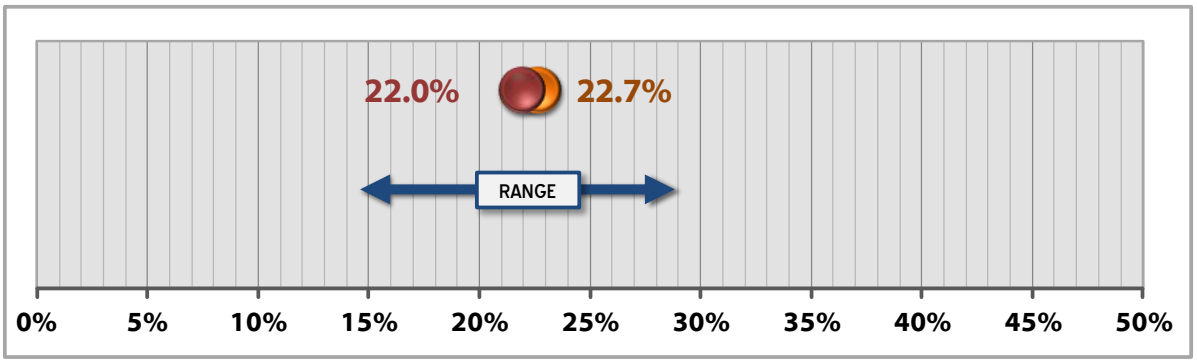
1.4. PARTICIPATION RATES

All seven CIC member universities were also able to provide information on total degrees awarded, allowing us to calculate the total student participation rate in Learning Abroad Programs based on student completions. During the last reporting year (generally 2011-12 and in at least one case 2010-11) the total number of degrees awarded was approximately 66,794 and the total number of students who participated in Learning Abroad Programs was 15,848 across all seven reporting CIC universities.

The total number of students who participated in Learning Abroad Programs was equivalent to 23.7% of student completions (calculated as total participants/total degrees awarded), suggesting that 23.7% of students completing their degrees undertook a Learning Abroad Program (Table 5 and Chart 5).

Chart 5

Percentage of participation rate based on the total number of degrees awarded (all levels)



Based on the information provided by the seven reporting CIC member universities, we can also report that for U.S. citizens and permanent residents in undergraduate programs, the participation rate on for-credit Learning Abroad Programs was equivalent to 22.9% (aggregate) of undergraduate completions (Table 5 and Chart 6). This compares with 13.8% reported as the national participation rate in Open Doors 2011 (U.S. citizens and permanent resident participant total for undergraduates/U.S. citizens and permanent residents degrees awarded total undergraduates).

Previously Open Doors participation rates included students enrolled in associate degrees. IIE began reporting a separate figure for participation rates among undergraduate programs only, excluding community colleges, in 2011, which raised the national participation rate from approximately 8% to 14% through this change in metric. The participation rate for 2011 is calculated as the 230,752 undergraduate study abroad students reported in Open Doors divided by the 1,642,979 bachelor's degrees awarded in 2009/10 from IPEDS. (personal communication Patricia Chow IIE August 29, 2012).

Chart 6

Percentage of participation rate based on the number of Undergraduate degrees awarded

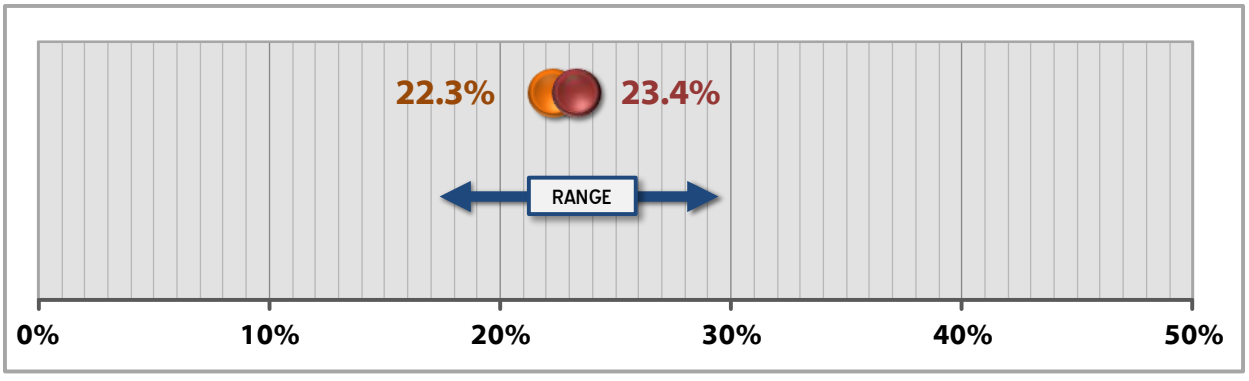


Table 5

Percentage of participation in Learning Abroad Programs

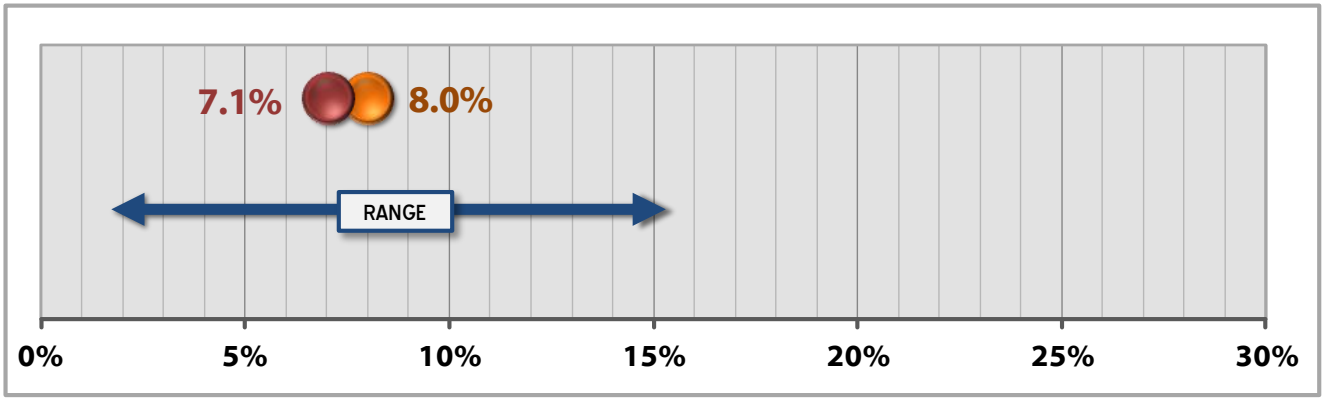
	Aggregate	Average	Median
Percentage compared to total student completions	23.7%	22.7%	22.0%
Percentage compared to total undergraduate student completions.	22.9%	22.3%	23.4%

1.5. INTERNATIONAL STUDENTS IN LEARNING ABROAD PROGRAMS

Six CIC member universities reported a total of 1,217 international students that participated in a Learning Abroad Program. Across these six universities, the average percentage of international students was 8.0% of the total number of students that participated in a Learning Abroad Program and the median was 7.1% (Chart 7a).

Chart 7a

Percentage of international students on Learning Abroad Programs from the total of students in a Learning Abroad Program

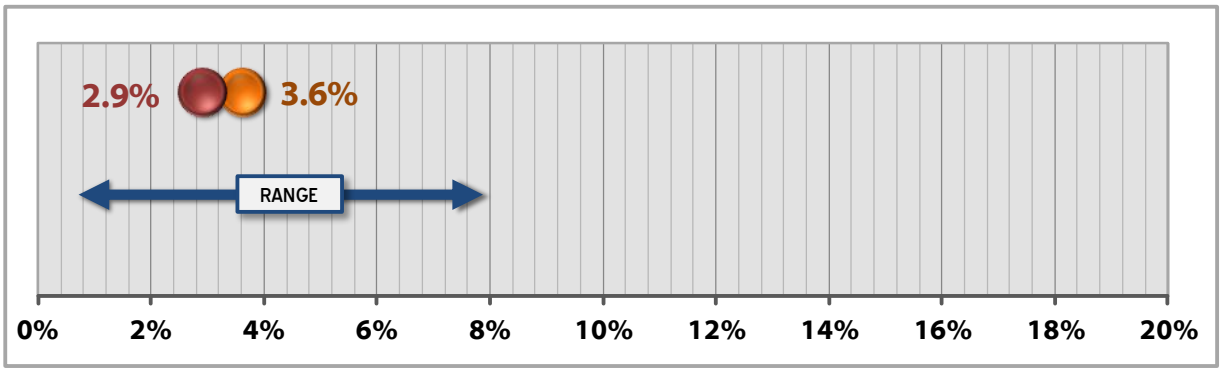


In addition, we calculated the number of international students that participated in a Learning Abroad Program and compared those numbers with the total number of international students enrolled at each university (Chart 7b).

Across these six universities, the average of international students was 3.6% of the total number of international students enrolled and the median was 2.9% (Chart 7b). Given the traditional profile of international students being concentrated in graduate programs, it is likely that the current data under-represents international student participation because of the likelihood that they are participating in non-credit activities that are not accurately reported by institutions.

Chart 7b

Percentage of international students on Learning Abroad Programs from the total of international students enrolled



1.6. ACADEMIC LEVEL (U.S. citizens or permanent residents)

Universities were asked to provide information on the total reported U.S. learning abroad students (U.S. citizens or permanent residents) who received academic credit by academic level.

Seven CIC member universities reported 11,933 U.S. citizens or permanent resident students in for-credit Learning Abroad Programs by academic level. During Fall 2011 through Summer 2012, a total of 9,920 were bachelor's degree students which represents 83.1% of the total. 1,733 were graduate students which represents 14.5% of the total and only 280 or 2.3% were in other academic levels.

Table 6

Percentage of students by academic level (U.S. citizens or permanent residents)

Academic Level	Aggregate	Average	Median
Bachelor Total	83.1%	84.1%	82.6%
Graduate Total	14.5%	14.0%	15.1%
Other	2.3%	2.0%	2.2%

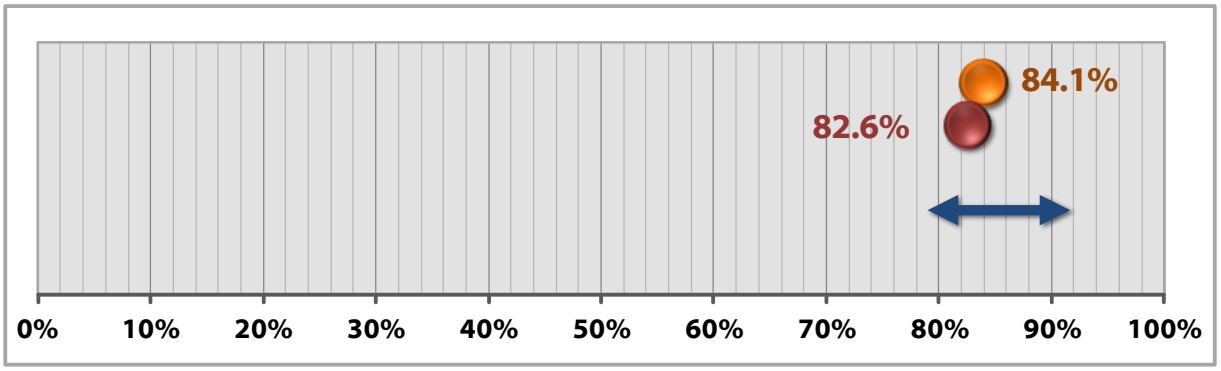
Among the seven CIC universities, the average number of bachelor's degree students on Learning Abroad Programs was 1,417 students which represented 84.1% of the total number. The average for graduate students was 248 or 14.0% of the total (See Table 6 and Table 7).

Table 7
Students by academic level (U.S. citizens or permanent residents)

BACHELOR'S	AGGREGATE	AVERAGE	MEDIAN
TOTAL BACHELOR'S	9,920	1,417	1,537
Freshman	336	48	20
Sophomore	960	137	132
Junior	3,575	511	407
Senior	5,020	717	677
Bachelor's, Unspecified	29	6	0
GRADUATE			
TOTAL GRADUATE	1,733	248	207
Master's	789	158	182
Doctorate	158	40	30
Professional (e.g. JD, MD, DDS, DVM, etc.)	469	78	62
Graduate, Unspecified	317	53	53
OTHER			
Other/Do Not Know	280	56	0
TOTAL	11,933	1,705	1,946

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Chart 8
Percentage of students in bachelor's degree programs (U.S. citizens or permanent residents)



A further analysis on bachelor level students shows that senior students are the largest group undertaking a for-credit Learning Abroad Program with an aggregate of 5,020 or the equivalent of 42.1% of the total number of all students at all levels. For senior students, the average was 717 or 41.6% and a median of 677 or 46.2% (Table 8). This was followed by junior students with an aggregate of 3,575 or 30.0%, average of 511 or 31.0% and a median of 407 or 29.7%.

Sophomore and freshman students made up only 1,296 or 10.8% of the total 9,920 students who participated in a Learning Abroad Program at bachelor level.

At the graduate level, the seven universities reported master's degree students undertaking a for-credit Learning Abroad Program with an aggregate of 789 students or 6.6% of students at all levels, an average of 158 students or 5.5% of students and a median of 182 students or 5.0% of students (Table 8).

Table 8
Percentage of students by all study levels (U.S. citizens or permanent residents)

Academic Level	Aggregate	Average	Median
BACHELOR'S	**83.1%**	**84.1%**	**82.6%**
Freshman	2.8%	2.4%	1.3%
Sophomore	8.0%	8.9%	8.3%
Junior	30.0%	31.0%	29.7%
Senior	42.1%	41.6%	46.2%
Bachelor's, Unspecified	0.2%	0.2%	0.0%
GRADUATE	**14.5%**	**14.0%**	**15.1%**
Master's	6.6%	5.5%	5.0%
Doctorate	1.3%	1.3%	0.0%
Professional (e.g. JD, MD, DDS, DVM, etc.)	3.9%	3.5%	3.2%
Graduate, Unspecified	2.7%	3.7%	4.3%
OTHER	**2.3%**	**2.0%**	**2.2%**
Other/Do Not Know	2.3%	2.0%	2.2%

1.7. GENDER (U.S. citizens or permanent residents)

All seven reporting CIC member universities provided sufficient information to conduct an analysis on gender. The reporting universities reported more female students participating in Learning Abroad Programs for credit both in overall numbers and by academic level.

From the 11,932 undergraduate and graduate students that the seven universities reported, 7,298 students or 61.2% of those students were female and 4,408 students or 36.9% of students were male students participating in for-credit Learning Abroad Programs. The average of females was 61.3% compared with 37.0% for males (Table 9 and Chart 9).

Table 9

Gender (U.S. citizens or permanent residents)

GENDER	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
A. Male	3,300	525	4,408
B. Female	5,499	647	7,298
C. Do Not Know	2	0	226
TOTAL	**8,801**	**1,172**	**11,932**

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

When broken down by academic level, the ratios remain consistent for undergraduate students. Of the 8,801 undergraduate students, 5,499 were female students and 3,300 were male undergraduate students.

At the graduate level, the participation rate of male students rose with 525 male students compared with 647 female students participating in for-credit Learning Abroad Programs.

Not all universities were able to provide the breakdown of Gender by study level (undergraduate and graduate) and as a result the total reported in Table 9 is higher than the total of just the undergraduate and graduate.

1.8. ETHNICITY/RACE

In the area of Ethnicity/Race, six CIC member universities were able to report the ethnicity and race of 13,116 students that participated in a Learning Abroad Program. From the total, the large majority were White students at 69.7%. Tables 10 and 11 provide the complete distribution of students by ethnicity and race and Chart 10 indicates the percentage of White students versus others for all the seven universities.

One institution was unable to extract international students from other categories, so a small margin of error (1-2%) is noted.

Table 10

Ethnicity/Race

ETHNICITY/RACE	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
A. White	6,833	839	9,139
B. Hispanic or Latino/a	378	36	480
C. Black or African-American	339	91	464
D. Asian/Native Hawaiian or Other Pacific Islander	495	151	744
E. American Indian or Alaska Native	24	7	50
F. Multiracial	250	27	277
G. International student	469	199	668
H. Do not know	902	117	1,294
TOTAL	9,690	1,467	13,116

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Table 11

Percentage of Ethnicity/Race

ETHNICITY/RACE	Aggregate	Average	Median
A. White	69.7%	69.9%	68.9%
B. Hispanic or Latino/a	3.7%	3.7%	3.8%
C. Black or African-American	3.5%	3.3%	3.6%
D. Asian/Native Hawaiian or Other Pacific Islander	5.7%	5.4%	5.0%
E. American Indian or Alaska Native	0.4%	0.4%	0.2%
F. Multiracial	2.1%	1.8%	1.5%
G. International student	5.1%	5.1%	4.9%
H. Do not know	9.9%	10.5%	10.2%

1.9. OTHER DIVERSITY GROUPS

As an optional question on the survey, five participating CIC member universities were able to report on other diversity groups. Categories were derived from diversity groups considered within higher education research in the U.S.

Five universities reported an aggregate of 4,308 students from other diversity groups who participated in Learning Abroad Programs and received academic credit during Fall 2011 through Summer 2012. Of these participants, the largest groupings are Pell-eligible students with a total of 1,345 students and first generation students with a total of 1,147 (Table 12).

The data in this category is not consistently accurate in all categories. Most institutions were confident in their ability to track and report participant of Pell-eligible students. Many were moderately successful in reporting first-generation, adult student and transfer students. Participating universities were not able to report the categories of students with children, and LGBT students.

Table 12

Other Diversity Groups (All students)

OTHER DIVERSITY GROUPS	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
Pell-eligible students	1,345	Does not apply	1,345
First generation students	1,134	13	1,147
Adult students (over 25 years)	600	336	936
Students with a child/children	Not available	Not available	0
Transfer students	404	Does not apply	640
LGBT students	Not available	Not available	0
Part-time students	82	0	240
TOTAL OTHER DIVERSITY GROUPS	3,565	349	4,308

[Note: due to data limitations, this table is likely to understate the actual participation levels of some diversity groups]

In the category of Pell-eligible students, universities reported an average of 336 Pell-eligible students who participated in Learning Abroad Programs and received academic credit (Table 13). A further analysis shows that on average 15.5% of the total number of learning abroad students in programs for credit are Pell-eligible students (Table 13 and Chart 9) .

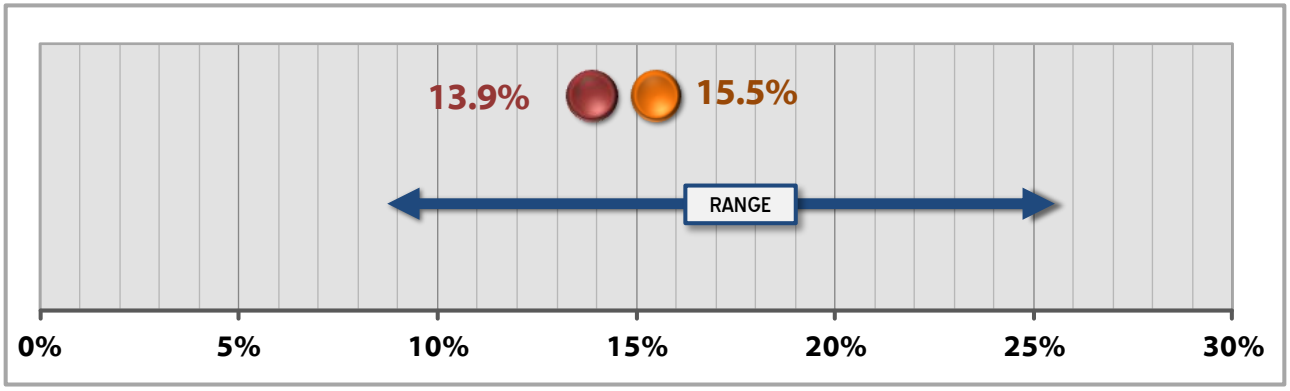
Table 13

Pell-eligible students in Learning Abroad Programs

PELL-ELIGIBLE STUDENTS	Average	Median
Number of Pell-eligible students in Learning Abroad Programs	336	321
Percentage of Pell-eligible students in Learning Abroad Programs compared to the total number of students in Learning Abroad Programs	15.5%	13.9%

Chart 9

Percentage of Pell-eligible students in Learning Abroad Programs compared to the total



1.10. MAJOR FIELD OF STUDY (U.S. citizens or permanent residents)

All seven participating CIC member universities were able to report on the number of U.S. citizens or permanent residents that participated in a for-credit Learning Abroad Program.

The top fields of study for undergraduate and graduate students in order of popularity were Social Sciences (21.3%), Business and Management (18.6%), Humanities (8.2%), Physical or Life Sciences (8.0%), Health Sciences (6.9%), Engineering (6.6%), Foreign Languages (6.3%), Do not know(6.1%), Fine or Applied Arts (4.5%), Agriculture (4.0%), Education (3.4%), Other (3.0%), Undeclared (1.9%) and Mathematics or Computer Sciences (1.3%) (Table 14 and Chart 10).

The two most popular fields of study, Social Sciences and Business and Management, made up 39.9% of all fields of study.

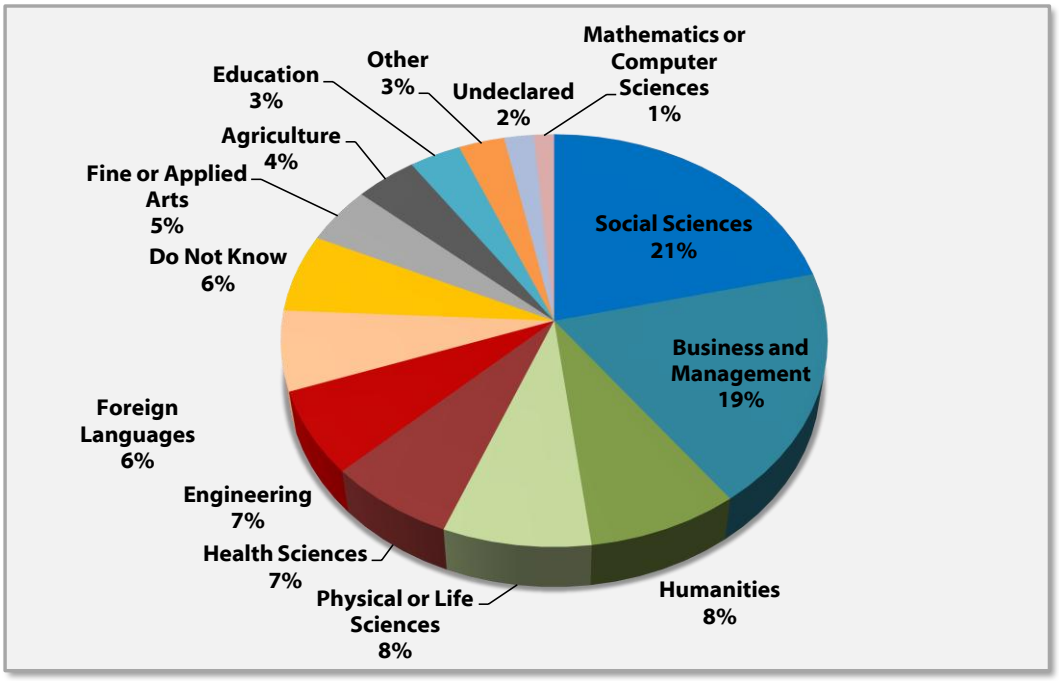
Table 14

Percentage of major fields of study – Undergraduate and graduate (U.S. citizens or permanent residents) – for-credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
A. Agriculture	4.0%	5.0%	1.8%
B. Business and Management	18.6%	18.4%	18.9%
C. Education	3.4%	3.8%	4.2%
D. Engineering	6.6%	7.2%	5.7%
E. Fine or Applied Arts	4.5%	4.3%	4.8%
F. Foreign Languages	6.3%	6.0%	6.6%
G. Health Sciences	6.9%	7.4%	5.3%
H. Humanities	8.2%	8.0%	9.6%
I. Social Sciences	21.3%	19.2%	17.1%
J. Mathematics or Computer Sciences	1.3%	1.4%	1.0%
K. Physical or Life Sciences	8.0%	7.3%	6.6%
L. Undeclared	1.9%	1.6%	1.3%
M. Other	3.0%	4.3%	3.1%
N. Do Not Know	6.1%	5.9%	0.1%

Chart 10

Major fields of study (U.S. citizens or permanent residents)- for-credit



Six CIC member universities were able to report specifically on undergraduate fields of study. Social Sciences (22.9%) and Business and Management (18.3%) continue to be the most popular fields of study and made up 41.2% (Table 15).

Table 15

Percentage of major fields of study - Undergraduate (U.S. citizens or permanent residents) - for-credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
A. Agriculture	4.8%	5.9%	4.2%
B. Business and Management	18.3%	18.3%	19.0%
C. Education	3.5%	3.8%	4.2%
D. Engineering	7.2%	7.9%	6.1%
E. Fine or Applied Arts	5.5%	5.1%	5.7%
F. Foreign Languages	7.1%	6.9%	7.3%
G. Health Sciences	5.2%	6.0%	5.5%
H. Humanities	8.5%	8.3%	9.7%
I. Social Sciences	22.9%	20.8%	19.2%
J. Mathematics or Computer Sciences	1.5%	1.6%	1.2%
K. Physical or Life Sciences	9.1%	8.3%	7.4%
L. Undeclared	2.3%	2.0%	2.0%
M. Other	3.5%	4.8%	3.9%
N. Do Not Know	0.5%	0.3%	0.0%

Five CIC member universities were able to report specifically on graduate fields of study. Business and Management was the most popular field of study with an aggregate of 38.2% followed by Health Sciences with 28.2% and Social Sciences at 13.5% (Table 16).

Table 16

Percentage of major fields of study -Graduate (U.S. citizens or permanent residents) - for credit

MAJOR FIELD OF STUDY	Aggregate	Average	Median
A. Agriculture	0.4%	1.1%	0.3%
B. Business and Management	38.2%	32.1%	35.5%
C. Education	4.9%	9.0%	1.2%
D. Engineering	2.5%	6.2%	2.8%
E. Fine or Applied Arts	3.1%	2.6%	2.8%
F. Foreign Languages	0.7%	0.5%	0.3%
G. Health Sciences	28.2%	20.9%	18.9%
H. Humanities	1.0%	1.3%	0.5%
I. Social Sciences	13.5%	10.6%	7.1%
J. Mathematics or Computer Sciences	1.0%	1.8%	0.5%
K. Physical or Life Sciences	0.7%	1.2%	1.4%
L. Undeclared	1.3%	0.8%	0.0%
M. Other	3.5%	11.2%	0.8%
N. Do Not Know	0.8%	0.8%	0.9%

The working group asked to report on other fields of study for possible inclusion in future benchmarking surveys. These were:

- Undergraduate: Architecture, Individualized Concentration, Interdisciplinary Studies, International Studies, Journalism, Medicine, Organizational studies, Science, Technology (Building, Aviation, Industrial, etc.) and Veterinary.
- Graduate: Architecture, Journalism, Law, Medicine, Technology and Veterinary Science.

1.11. DURATION OF LEARNING ABROAD (U.S. citizens or permanent residents)

In order to provide an in-depth analysis on the type of programs that students undertook abroad, we requested participating universities to separate their numbers based on the duration of Learning Aboard Programs. The categories reflect the Open Doors categories for duration, with the addition of two additional categories in summer in an attempt to better capture the full range of programs offered during the summer period.

Consistent with Open Doors, the short-term category includes Learning Abroad Programs with duration of two to eight weeks; the mid-length category includes programs with durations of one quarter to one semester and finally the category for long-term includes academic and calendar year programs. For the analysis of duration, we only included U.S. citizens or permanent residents in for-credit Learning Abroad Programs.

Six CIC member universities were able to report the duration for undergraduate and graduate students undertaking a program for credit. These universities reported the duration for 10,058 undergraduate and graduate students of which 6,969 students or 69.3% were participating in Short-Term programs, 2,798 students or 27.8% in Mid-Length programs, 162 students or 1.6% in Long-Term programs, 118 student or 1.2% students were reported as unknown (Table 17 and Table 18).

Table 17

Duration of learning abroad – Undergraduate and graduate (U.S. citizens or permanent residents)

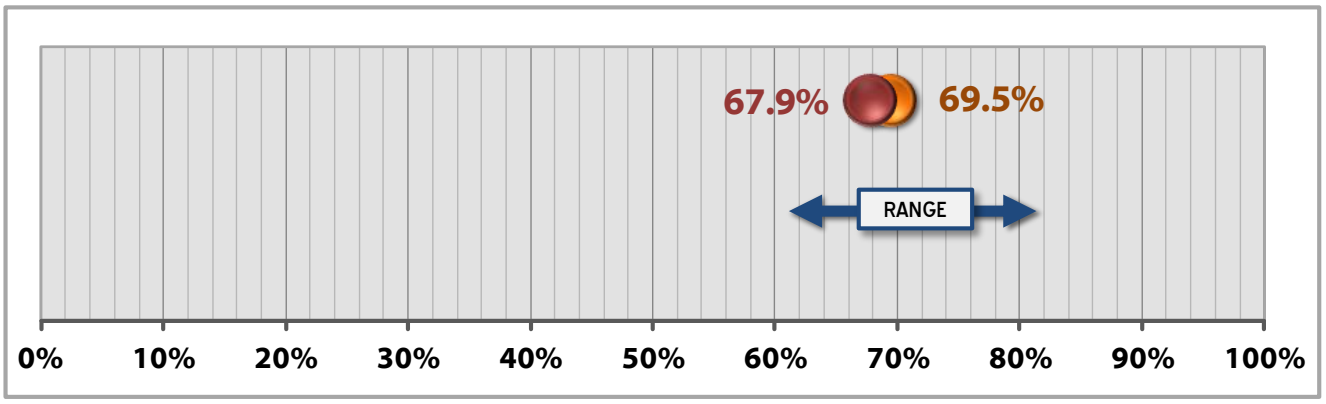
DURATION	FOR-CREDIT UNDERGRADUATE	FOR-CREDIT GRADUATE	FOR-CREDIT TOTAL
SHORT-TERM	**6,006**	**963**	**6,969**
A. Summer: More than eight weeks	405	24	**429**
B. Summer: Six to eight weeks	1,084	25	**1,109**
C. Summer: Two to six weeks	2,512	349	**2,861**
D. Summer: Less than Two Weeks	84	122	**206**
E. January Term	486	71	**557**
F. Two to Eight Weeks during the Academic Year	931	160	**1,091**
G. Less than Two Weeks during the Academic Year	504	212	**716**
MID-LENGTH	**2,583**	**215**	**2,798**
H. One Quarter	1	0	**1**
I. Two Quarters	0	0	**0**
J. One Semester	2,582	215	**2,797**
LONG-TERM	**161**	**1**	**162**
K. Academic Year	153	1	**154**
L. Calendar Year (e.g. 2011 Southern Hemisphere programs)	8	0	**8**
OTHER	0	0	**0**
M. Other (please specify below)	0	0	**0**
DO NOT KNOW	106	12	**118**
N. Do Not Know	106	12	**118**
TOTAL	**8,867**	**1,191**	**10,058**

[Note: This table contains elements that correspond to an anticipated Open Doors response in green.]

Short term programs were the most popular with an average of 69.5% of the total and median of 67.9%. Chart 11 presents the percentage of Short-Term programs for these seven universities.

Chart 11

Percentage of Short-Term Learning Abroad Programs - Undergraduate and graduate (U.S. citizens or permanent residents) - for-credit



In the category of Mid-Length, one semester programs are the highest reported with 2,582 undergraduate students and 215 graduate students. These programs made up an aggregate of 27.8% of total enrollments with an average of 27.9% and a median of 30.1% (Table 18 and Table 19).

In the category of Short-Term, Summer programs with a duration of two to six weeks reported an aggregate of 28.4% (average 29.7% and median 31.3%) followed by Short-Term Summer programs with a duration of six to eight weeks with an aggregate of 11.0% (average 11.3% and median 6.8%) and two to eight week programs during the academic year with 10.8% (average 7.7% and median 2.6%).

Table 18

Percentage of duration of learning abroad – Undergraduate and Graduate – for-credit

DURATION	Aggregate	Average	Median
SHORT-TERM	**69.3%**	**69.5%**	**67.9%**
A. Summer: More than eight weeks	4.3%	4.8%	2.9%
B. Summer: Six to eight weeks	11.0%	11.3%	6.8%
C. Summer: Two to six weeks	28.4%	29.7%	31.3%
D. Summer: Less than Two Weeks	2.0%	2.7%	1.2%
E. January Term	5.5%	6.4%	3.0%
F. Two to Eight Weeks during the Academic Year	10.8%	7.7%	2.6%
G. Less than Two Weeks during the Academic Year	7.1%	7.1%	5.9%
MID-LENGTH	**27.8%**	**27.9%**	**30.1%**
H. One Quarter	0.0%	0.0%	0.0%
I. Two Quarters	0.0%	0.0%	0.0%
J. One Semester	27.8%	27.9%	30.1%
LONG-TERM	**1.6%**	**1.6%**	**1.8%**
K. Academic Year	1.5%	1.5%	1.7%
L. Calendar Year (e.g. 2011 Southern Hemisphere programs)	0.1%	0.1%	0.0%
OTHER	**0.0%**	**0.0%**	**0.0%**
M. Other (please specify below)	0.0%	0.0%	0.0%
DO NOT KNOW	**1.2%**	**0.8%**	**0.0%**
N. Do Not Know	1.2%	0.8%	0.0%

When we considered the number for undergraduate students only, an average of 67.9% participated in a short-term for-credit Learning Abroad Program for credit, followed by 29.2% in a mid-length program and only 1.8% in a long-term program. Just 0.9% were reported in other or unknown duration categories (Table 19 and Chart 12).

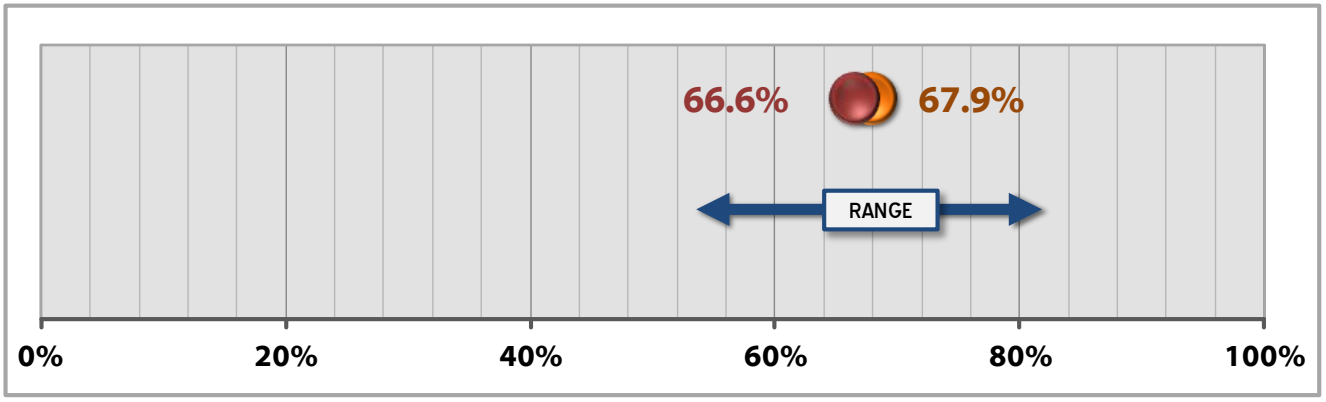
Table 19

Percentage of undergraduate programs by duration (U.S. citizens or permanent residents) – for-credit

DURATION	Aggregate	Average	Median
SHORT TERM	**67.7%**	**67.9%**	**66.6%**
MID-LENGTH	**29.1%**	**29.2%**	**31.4%**
LONG TERM	**1.8%**	**1.8%**	**2.1%**
OTHER	**0.0%**	**0.0%**	**0.0%**
DO NOT KNOW	**1.2%**	**0.9%**	**0.0%**

Chart 12

Percentage of undergraduate students in short term programs (U.S. citizens or permanent residents) – for-credit



1.12. DISABILITY (U.S. citizens or permanent residents)

Universities were asked to report on how many of their total reported U.S. learning abroad students had or did not have a disability. Unfortunately we received insufficient data to report accurately on this section. Universities were either not able to provide a breakdown for this section or mentioned that their data was not reliable or accurate.

1.13. LEARNING ABROAD PROGRAM TYPES

This section analyzes what types of programs, for-credit and non-credit that learning abroad students participated in. Categories were derived from areas of activity often grouped by practitioners, and with reference to international data.

For this area, six CIC member universities were able to report the program type for a total of 9,896 undergraduate students and 929 graduate students who participated in credit and non-credit Learning Abroad Programs (Table 20).

On average, the six universities reported 68.2% of students participated in regular classes via faculty-led programs or host institutions which is by far the most popular type of Learning Abroad Program for all students (Table 21). This same result was seen for undergraduate students only with an average of 71.4% (Table 22).

This was an optional question, and as such, the quality of the data varies across the group, particularly the data on non-credit activities. Most institutions were able to provide more accurate data on for-credit programs, while one provided a more comprehensive data set for non-credit activities. Data for "regular classes via faculty-led programs, host institutions etc" is generally reliable, while other categories should be used with some caution this year. It is likely that actual participation levels are understated for all categories except A.

Table 20

Students in Learning Abroad Programs by type (For-credit and non-credit programs) (All students)

CATEGORY	CREDIT		NON-CREDIT		TOTAL	
	UG	GRADUATE	UG	GRADUATE	UG	GRADUATE
A. Regular classes via faculty-led program, host institution etc.	7,118	1,037	9	5	8,155	14
B. Internship, professional practicum	628	173	130	21	801	151
C. Service learning/community engagement	479	200	0	0	679	0
D. Volunteering	2	1	341	37	3	378
E. Research	194	62	37	25	256	62
F. Conference presentation	0	2	1	63	2	64
G. Leadership event, international competition	0	0	3	0	0	3
H. International joint or dual degree	0	0	0	0	0	0
I. Other	0	0	25	232	0	257
TOTAL	8,283	1,475	525	347	9,896	929

[Note: due to data limitations, this table is likely to understate the actual participation levels of some program categories]

Table 21

Percentage of students in Learning Abroad Programs by type (For-credit and non-credit programs) (All students)

CATEGORY	Average	Median
A. Regular classes via faculty-led program, host institution etc.	68.2%	77.9%
B. Internship, professional practicum	10.3%	8.3%
C. Service learning/community engagement	4.8%	3.7%
D. Volunteering	12.4%	0.0%
E. Research	2.4%	2.5%
F. Conference presentation	0.4%	0.0%
G. Leadership event, international competition	0.0%	0.0%
H. International joint or dual degree	0.0%	0.0%
I. Other	1.5%	0.0%

[Note: due to data limitations, this table is likely to understate the actual participation levels of some program categories]

For undergraduate students only, the six universities reported 71.4% of undergraduate students participating in regular classes via faculty-led program or host institution for academic credit (Table 22).

Table 22

Percentage of undergraduate students in Learning Abroad Programs by type (For-credit and non-credit programs) (All students)

CATEGORY	Aggregate	Average	Median
A. Regular classes via faculty-led program, host institution etc.	80.9%	71.4%	83.1%
B. Internship, professional practicum	8.6%	9.3%	7.5%
C. Service learning/community engagement	5.4%	4.2%	3.6%
D. Volunteering	3.9%	12.5%	0.0%
E. Research	2.6%	2.2%	2.1%
F. Conference presentation	0.0%	0.0%	0.0%
G. Leadership event, international competition	0.0%	0.0%	0.0%
H. International joint or dual degree	0.0%	0.0%	0.0%
I. Other	0.3%	0.4%	0.0%

[Note: due to data limitations, this graph is likely to understate the actual participation levels in most categories]

1.14. POST-GRADUATION INTERNATIONAL ACTIVITIES

The University of Michigan has been actively collecting data on the international activities of recent graduates for several years and so this was included as an optional question. As such, the quality of the data varies across the group.

From a total of 536 students reported by six CIC member universities, the largest post-graduation activity on average was Peace Corps with 65 undergraduate and graduate students. Fulbright programs attracted on average 15 of undergraduate and graduate students (Table 23).

Table 23

Percentage of students in post-graduation activities

CATEGORY	Aggregate	Average	Median
A. Peace Corps (active volunteers from last reporting cycle)	390	65	78
B. Fulbright (all program types)	90	15	11
C. DAAD program	2	0	0
D. Other	54	9	2
Total	536	89	82

[Note: due to data limitations, this table is likely to understate the actual participation levels in these programs]

SECTION 2
DESTINATIONS

2.1. DESTINATIONS (ACADEMIC CREDIT) (All students)

This section analyzed where students undertook a learning program for academic credit. Universities were asked to report students by academic level (undergraduate and graduate). The results do not include students who studied abroad in Hawaii, Puerto Rico, Guam, U.S. Virgin Islands, or any other part of the U.S.

All seven CIC member universities reported the destination of a total of 12,058 undergraduate and graduate students who received academic credit from 124 destinations. This included 9,056 undergraduate and 1,250 graduate students.

The top 25 destinations for students in for-credit Learning Abroad Programs (undergraduate and graduate) were United Kingdom, Italy, Spain, China, Multi-Destination, France, Australia, Germany, Ireland, Mexico, India, Brazil, Costa Rica, Japan, Argentina, Ecuador, New Zealand, South Africa, Kenya, Peru, Denmark, Russia, Czech Republic, Chile and Tanzania. These countries made up 83.0% of all destinations (Table 24).

765 students studied in a "Multi-Destination" which refers to students who spend half or less than half of their single learning abroad experience in any one destination (this definition is consistent with Open Doors).

Students who studied abroad on more than one program/experience in different destinations were counted in more than one category below and as a result, the total for this section is higher than the total reported learning abroad students.

Table 24

Top 25 Destinations (Academic Credit) (All students)

CODE	COUNTRY	CREDIT UNDERGRADUATE	CREDIT GRADUATE	CREDIT TOTAL
3290	United Kingdom	1050	25	1267
3250	Italy	932	28	1122
3280	Spain	897	30	927
2110	China	511	96	773
8901	MULTIDESTINATION	633	122	765
3223	France	429	48	593
6110	Australia	423	20	523
3226	Germany	366	31	455
3246	Ireland	327	21	397
4270	Mexico	283	54	375

2220	India	227	95	374
4315	Brazil	144	111	334
4230	Costa Rica	262	23	305
2140	Japan	201	12	238
4305	Argentina	146	24	193
4330	Ecuador	112	11	185
6120	New Zealand	171	5	185
1440	South Africa	140	36	176
1130	Kenya	80	33	158
4355	Peru	51	68	150
3213	Denmark	79	2	120
3186	Russia	68	12	103
3131	Czech Republic	66	1	102
4320	Chile	78	5	95
1180	Tanzania	79	15	95
	Other countries	1301	322	2,048
TOTAL - ALL DESTINATIONS		**9,056**	**1,250**	**12,058**

2.2. DESTINATIONS BY REGIONS (FOR-CREDIT) (ALL STUDENTS)

In order to provide a bigger picture on the destinations chosen by learning abroad students, we regrouped the destinations by the following regions: Asia, Central America and the Caribbean, Europe, Middle East and North, Africa, North America, Oceania, Other, South America and Sub-Saharan Africa.

Based on this analysis, Europe was the most popular region for learning abroad students taking a for credit program between Fall 2011 and Summer 2012. The average for Europe as a region was 47.2%or nearly half of all learning abroad students. Asia was the second most popular region but shared a much smaller proportion at only 14.8% (Table 25 and Chart 13).

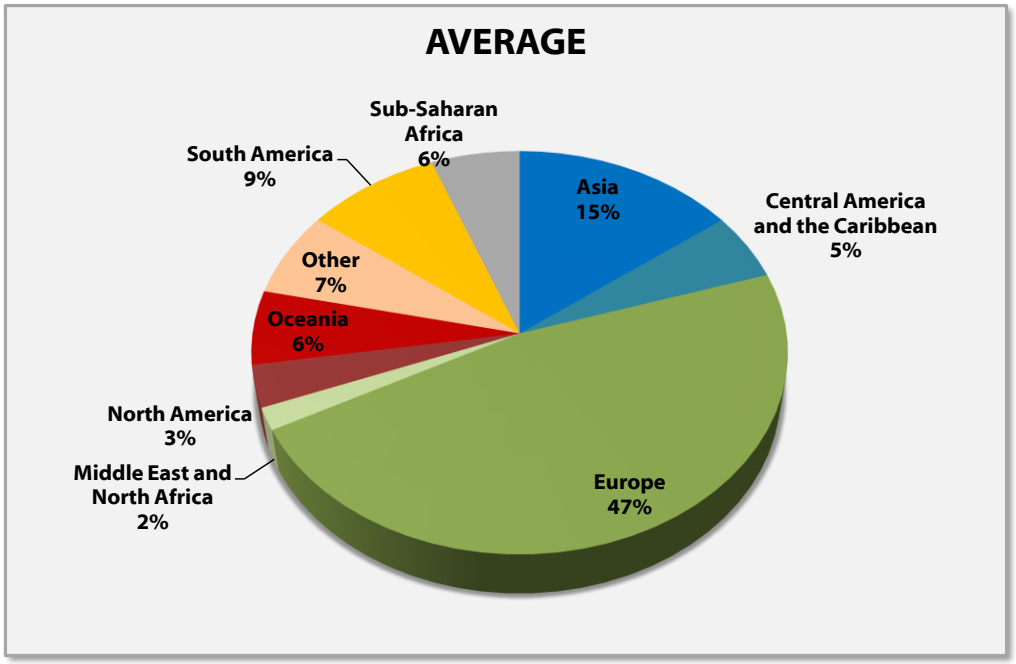
Table 25

Percentage of destinations by regions (Academic Credit) (All students)

REGION	Aggregate	Average	Median
Asia	14.8%	14.8%	14.4%
Central America and the Caribbean	5.4%	5.4%	5.7%
Europe	47.2%	47.2%	45.9%
Middle East and North Africa	1.8%	1.8%	1.6%
North America	3.4%	3.4%	2.3%
Oceania	5.9%	5.9%	5.1%
Other (Includes Multi-Destinationand Do not Know)	6.8%	6.8%	4.1%
South America	8.9%	8.9%	7.0%
Sub-Saharan Africa	5.9%	5.9%	5.3%
TOTAL	100.0%	100.0%	91.4%

Chart 13

Destinations by Regions - Average (Academic Credit) (All students)



2.3. DESTINATIONS (NON-CREDIT) (All students)

This section analyzed the destinations of the total reported Learning Abroad students who participated on a non-credit Learning Abroad Program. Universities were asked to report student by academic level (undergraduate and graduate). The results do not include students who studied abroad in Hawaii, Puerto Rico, Guam, U.S. Virgin Islands, or any other part of the U.S.

All seven reporting CIC member universities were able to report on the destinations for non-credit Learning Abroad Programs, with varying levels of accuracy as previously noted in this report. They reported an aggregate of 2,339 undergraduate and graduate students who participated in non-academic credit programs from 124 destinations. This included 716 undergraduate and 1,349 graduate students.

The top 25 destinations for students in non-credit Learning Abroad Programs (undergraduate and graduate) were Canada, Germany, China, United Kingdom, Multi-destination, Italy, India, France, Uganda, Guatemala, Nicaragua, Honduras, Peru, Japan, Mexico, Kenya, Spain, Korea (South), Turkey, Brazil, South Africa, Tanzania, Thailand, Do not know/other, Ireland. These countries made up 67.3% of all destinations (Table 26).

A total of 76 students studied in a "Multi-Destination" which refers to students who spend half or less than half of their single learning abroad experience in any one destination.

Students who studied abroad on more than one program/experience in different destinations were counted in more than one category below and as a result, the total for this section is higher than the total reported learning abroad students.

Table 26

Top 25 Destinations (Non-credit) (All students)

CODE	COUNTRY	NON CREDIT UNDERGRADUATE	NON CREDIT GRADUATE	NON CREDIT TOTAL
5120	Canada	42	141	184
3226	Germany	91	73	176
2110	China	35	79	119
3290	United Kingdom	20	61	87
8901	MULTIDESTINATION	19	57	76
3250	Italy	24	48	72
2220	India	25	37	70
3223	France	45	20	69
1185	Uganda	28	37	66
4250	Guatemala	47	9	59
4280	Nicaragua	18	27	53
4260	Honduras	33	12	50

4355	Peru	23	13	47
2140	Japan	12	33	46
4270	Mexico	7	33	44
1130	Kenya	8	33	42
3280	Spain	4	27	42
2160	Korea (South)	14	26	41
3288	Turkey	20	13	41
4315	Brazil	15	22	37
1440	South Africa	3	32	35
1180	Tanzania	11	21	33
2350	Thailand	11	14	31
9900	DO NOT KNOW/OTHER	4	7	28
3246	Ireland	0	10	27
	Other countries	157	464	764
TOTAL - ALL DESTINATIONS FOR NON CREDIT LEARNING ABROAD PROGRAMS		716	1349	2339

[Note: due to data limitations, this graph is likely to understate the actual participation levels in non-credit programs in all destinations]

2.4. CHINA

To assist institutions in responding to the 100,000 Strong Initiative of the U.S. State Department, data for China is being presented as a national case. 5.6% of reported Learning Abroad Program participants undertake activities in China. By level of study, 5.7% of undergraduates and 5.1% of graduates undertake activities in China, with the majority attaining academic credit. Note that non-credit activities are likely to be underreported. There is wide variation across the group, as shown in Chart 14.

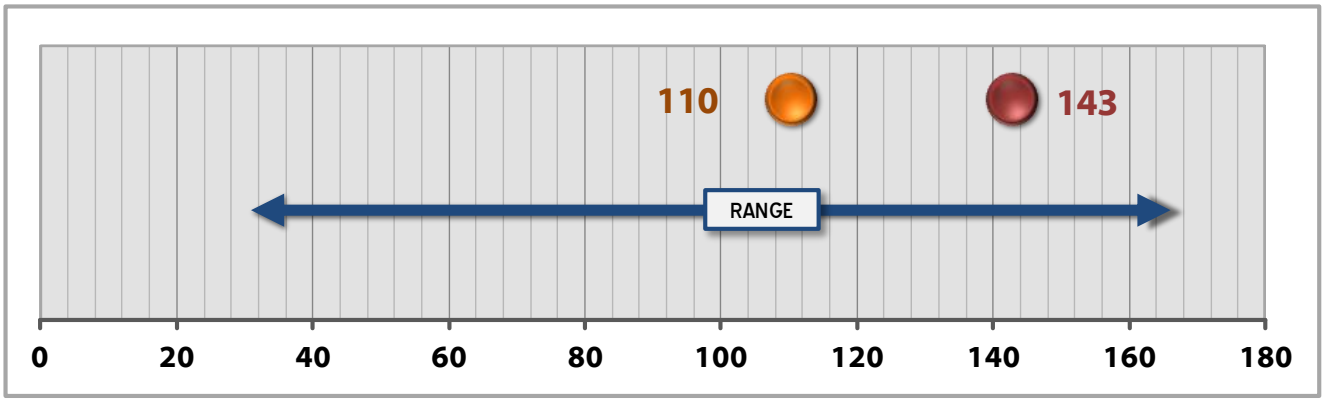
Table 27

Destination - China (Credit and non-credit) (All students)

Category	Aggregate	Average	Median
UG students on credit programs	**511**	**85**	**81**
Graduate students on credit programs	**96**	**16**	**13**
Total Credit Programs	**773**	**110**	**143**
UG students on non-credit programs	**35**	**6**	**5**
Graduate students on non-credit programs	**79**	**13**	**14**
Total Non Credit programs	**119**	**17**	**15**
TOTAL	**892**	**127**	**158**

Chart 14

Destination – China (Credit and non-credit) (All students)



2.5. AMERICAS (Latin America and the Caribbean)

The breakdown for the Latin American and Caribbean region is being presented to support institutional activities around the U.S. State Department 100,000 Strong in the Americas initiative. A total of 2,918 students were reported as studying in this region representing 18.4% of the total. 17.9% of undergraduate learning abroad activities and 21.1% of graduate learning abroad activities are occurring in Latin America and the Caribbean. At the graduate level, one third of activities are non-credit-bearing. Again, a wide variation across institutions is shown in Chart 15.

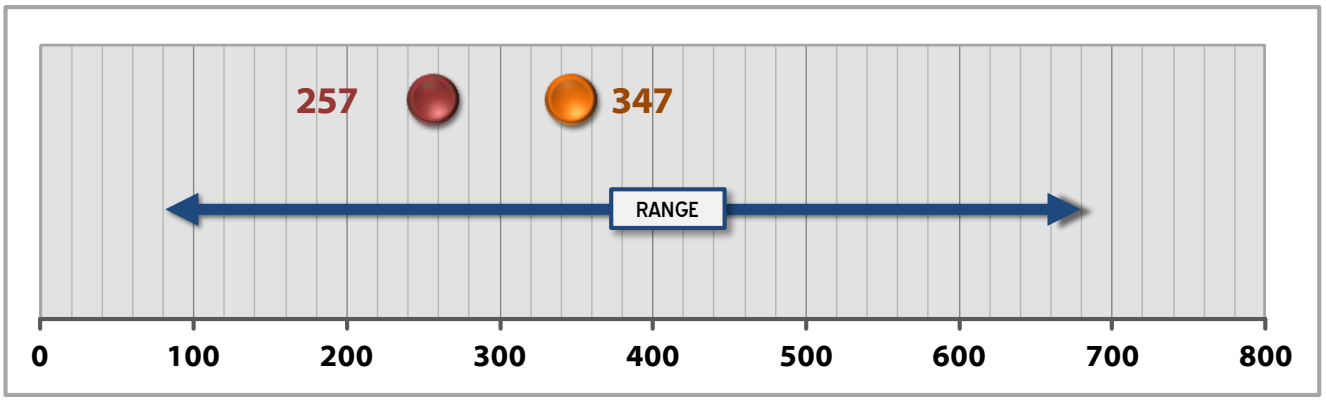
Table 28

Destination – Americas (Credit and non-credit) (All students)

Category	Aggregate	Average	Median
UG students on credit programs	1645	235	168
Graduate students on credit programs	411	59	38
Total Credit Programs	**2429**	**347**	**257**
UG students on non-credit programs	196	28	9
Graduate students on non-credit programs	211	30	9
Total Non Credit programs	**489**	**70**	**68**
TOTAL	**2918**	**417**	**441**

Chart 15

Destination – Americas (Credit and non-credit) (All students)



SECTION 3
PROGRAM MANAGEMENT

This section provides comparative data on the management of Learning Abroad Programs so that data-driven decisions can be made to improve resource management and student participation. Throughout this section it should be noted that no two institutions run identical Learning Abroad Programs, so the data should be considered within the context of each institution.

3.1. STAFFING RATIOS

Universities were asked to report how many staff are tasked primarily with learning abroad activities both within the Study Abroad Office (SAO) and in other offices across campus. The term *staff* will be used to represent all positions regardless of academic and administrative designation.

All seven CIC member universities responded and an aggregate of 313.5 FTE staff were employed to work on Learning Abroad Program related tasks.

We requested university to provide the breakdown of their staff based on the following categories:

- Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis
- Interns, student workers, temporary workers employed in the SAO
- Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title

The majority were employed as full time staff in the SAO on a regular basis with an average of 18.1 FTE which represents 39.7%of the total FTE (Table 29 and Table 30).

This is followed by interns, student workers, temporary workers employed in the SAO's with an average of 17.0FTE, which represents 33.3% of the total FTE. Finally 26.9% were staff outside the SAO's who have study/learning abroad as a primary component of their job assignment and/or title with an average of 12.1 FTE.

Table 29

Staffing ratios (FTE)

CATEGORIES	Aggregate	Average	Median
Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis	126.5	18.1	17.5
Interns, student workers, temporary workers employed in the SAO	102.0	17.0	18.5
Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title	85.0	12.1	14.0
TOTAL	313.5	26.1	19.5

Chart 16

Total number of staff on Learning Abroad Program related tasks (FTE)

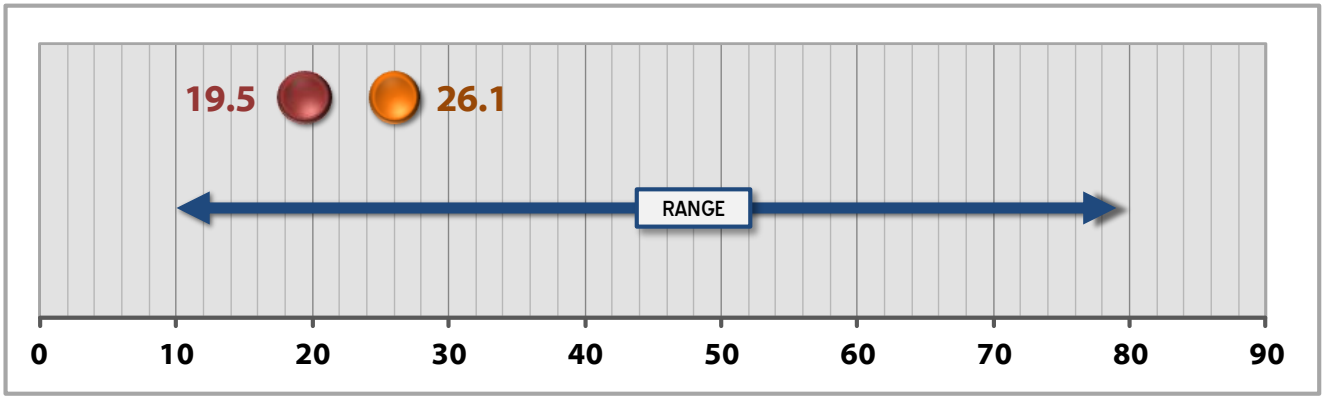


Table 30

Percentage of staff distribution (FTE)

	Aggregate	Average	Median
Staff employed in the Study/Learning Abroad Office (SAO) on a regular basis	40.4%	39.7%	38.6%
Interns, student workers, temporary workers employed in the SAO	32.5%	33.3%	38.0%
Staff outside of the SAO, e.g. college liaison, have study/learning abroad as a primary component of their job assignment &/or title	27.1%	26.9%	17.7%

3.2. WORKLOAD

This question tracks the recruitment 'funnel' to provide a picture of workload related to Learning Abroad Program tasks at each stage of the student recruitment and administration process. For this analysis, we requested information including all students(credit and non-credit, resident, international, internal, external etc.).

We received information on the number of enquiries, applications, acceptances and participants who enrolled in a Learning Abroad Program. This information allowed us to calculate the workload per staff for the various tasks. In addition, we were able to calculate the conversion rate that involves the application process for Learning Abroad Programs.

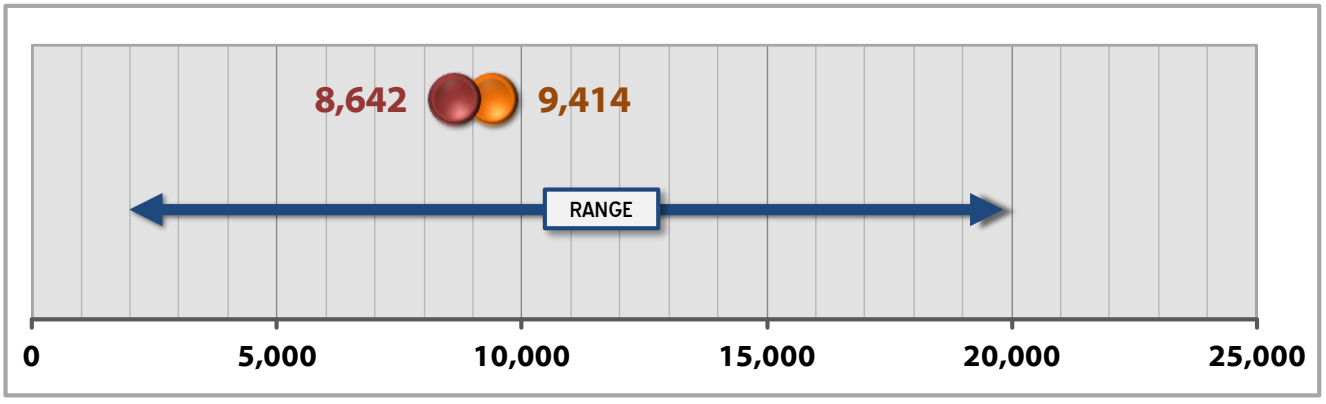
Five participating CIC member universities reported receiving in total 47,072 enquiries, 15,020 applications, 13,155 acceptances and 9,616 participants.

Enquiries

On average, universities received 9,414 enquiries with a median of 8,642 enquiries. Enquiry numbers should be considered within the institutional context and the design of support materials, particularly web sites, which may decrease the need for students to make individual enquiries, and/or for staff to handle individual enquiries. The capacity of the SAO to report enquiry numbers may also vary across decentralized institutions.

Chart 17

Workload - Enquiries



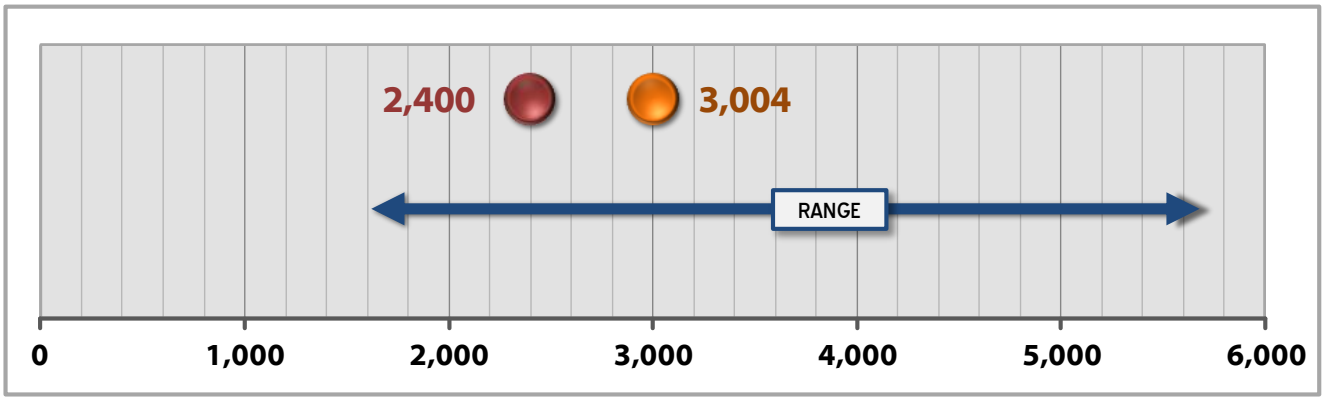
[Note: due to data limitations, this graph is likely to understate the actual number of enquiries]

Applications

On average, universities received 3,004 applications with a median of 2,400 applications.

Chart 18

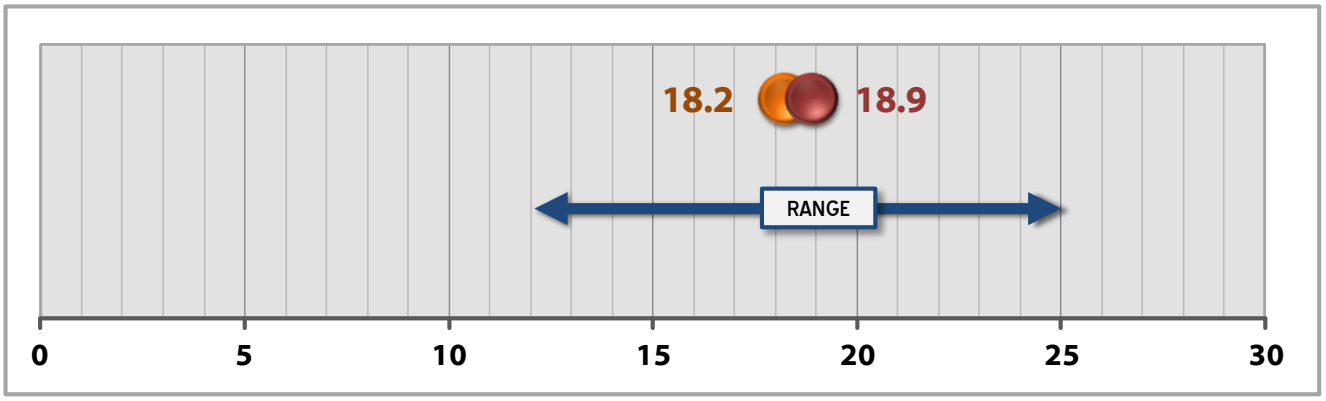
Workload – Applications



Using the number of FTE staff reported by each university and the number of applications received, allowed us to calculate the number of FTE staff required to service 1,000 applications in one year. Under this scenario, universities required on average 18.2 FTE staff to service 1,000 applications. Chart 19 indicates this calculation for each university which will provide universities an efficiency measure of their current resource management.

Chart 19

Workload – Number of FTE staff required to service 1,000 applications

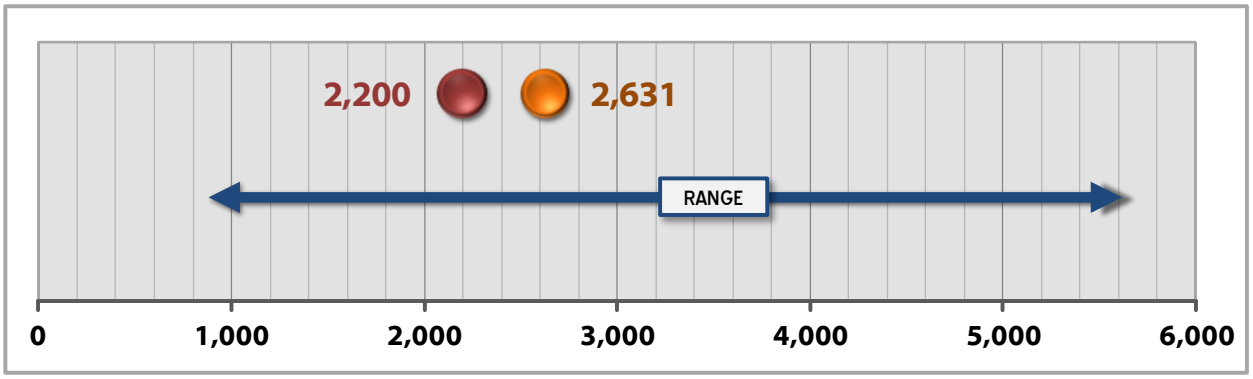


Acceptances

On average, universities received 2,631 acceptances (students approved for program participation) with a median of 2,200 acceptances.

Chart 20

Workload – Acceptances

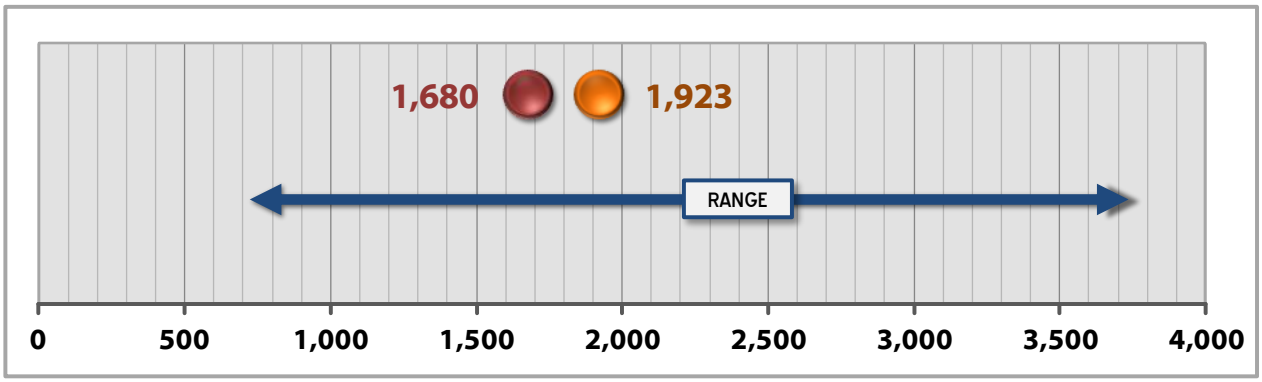


Participants

On average, universities received 1,923 participants with a median of 1,680 participants.

Chart 21

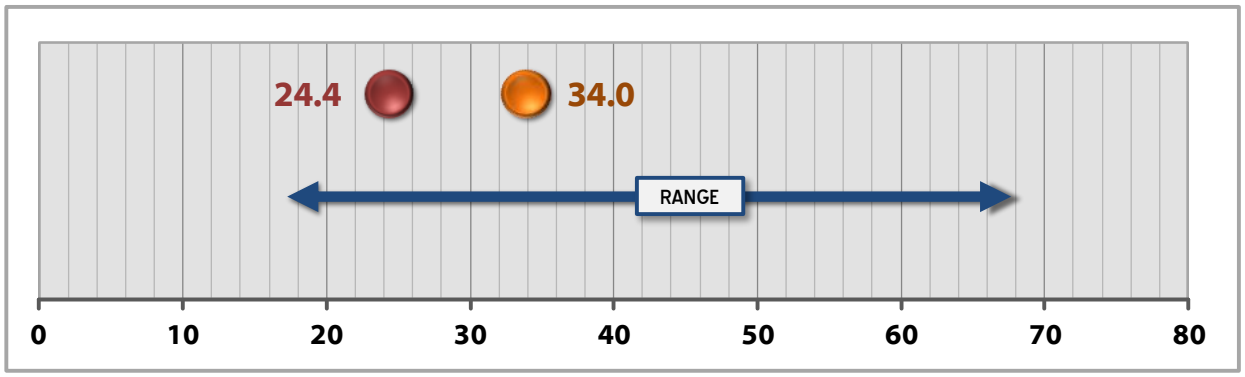
Workload – Participants



Once again, using the number of FTE staff reported by each university we calculated the number of FTE staff required to service 1,000 participants in one year. Universities required on average 34.0 FTE staff to service 1,000 participants (Chart 26). The large variation in this chart can be attributed to a range of factors including the types of programs supported by the institution (see program administration in the next section), services offered by the institution, economies of scale realized, technological support, international administrative structures of the institution, and destinations of travel.

Chart 22

Workload – Number of FTE required to service 1,000 participants



Conversion Rates

The data provided by the five universities allows us to calculate important conversion rates between enquiries to participants, applications to participants, acceptances to participants and enquiries to applications. Due to a lack of confidence in the quality and consistency of enquiry data, it has not been used in this chart, but may be included in future reports.

The conversion rate of applications to participants was particularly interesting as on average 60.8% of applications resulted in acceptance into a Learning Abroad Program. From there, 74.5% of acceptances actually participated in the program(Table 31).

Chart 23 shows the number of applications, acceptances and participants serviced by each university and the average numbers for these five universities. The chart illustrates the recruitment 'funnel' for each university which represents the basis of the analysis of conversion rates for this period.

Chart 23

Number of Applications, Acceptances and Participants

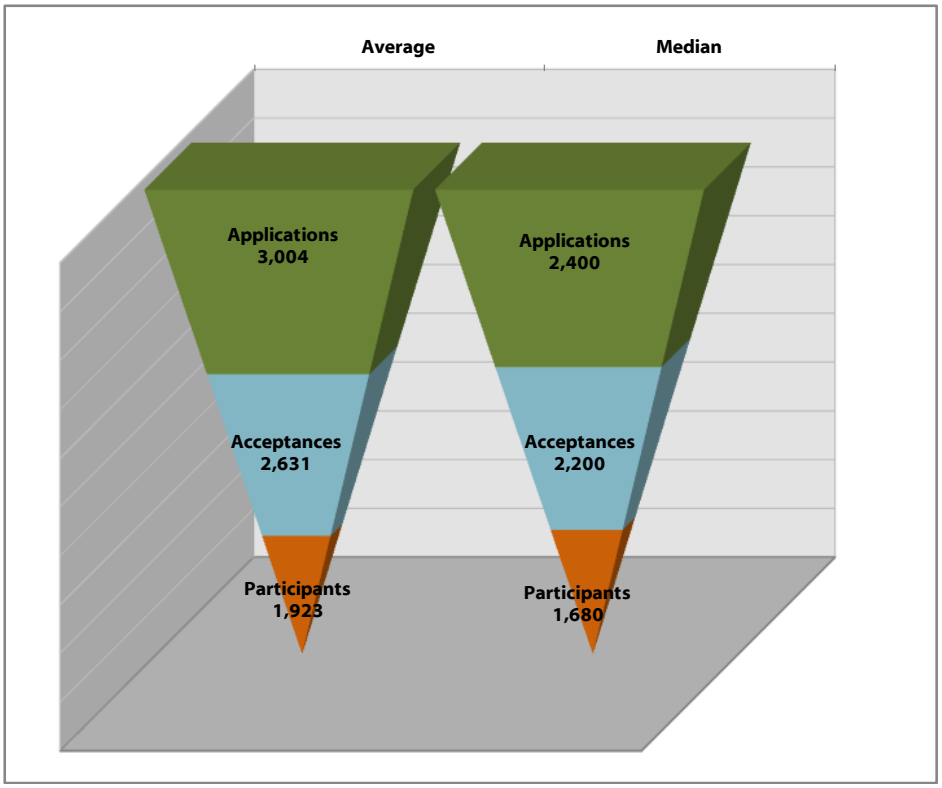


Table 31

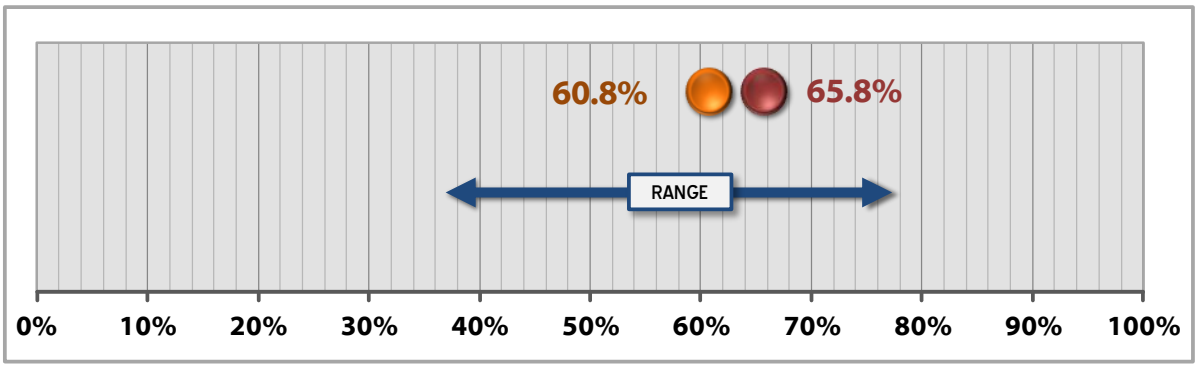
Conversion Rates

	Aggregate	Average	Median
Conversion of Enquires to participants	20.4%	45.8%	18.8%
Conversion of Applications to participants	64.0%	60.8%	65.8%
Conversion of Acceptances to participants	73.1%	74.5%	76.4%
Conversion of Enquires to Applications	31.9%	64.5%	28.6%

Chart 24: Conversion Rates of Applications to Participants shows the percentage of participants that accept their application for each university including an average of 60.8% and a median of 65.8%.

Chart 24

Conversion Rates of Applications to Participants



SECTION 4
FUNDING AND SUPPORT

4.1. PROGRAM SPONSORSHIP(only U.S. citizens or permanent residents)

Six reporting CIC member universities provided data on program sponsorship consistent with Open Doors. On average 76.9% were administered or managed completely by their home institution (including bilateral exchanges with foreign universities) regardless of whether the university gave them direct credit, 21.9% were organized or sponsored by other institutions or providers regardless of whether their received direct credit from their home institution and 1.2% were reported as sponsorship not known (Table 33 and Chart 26).

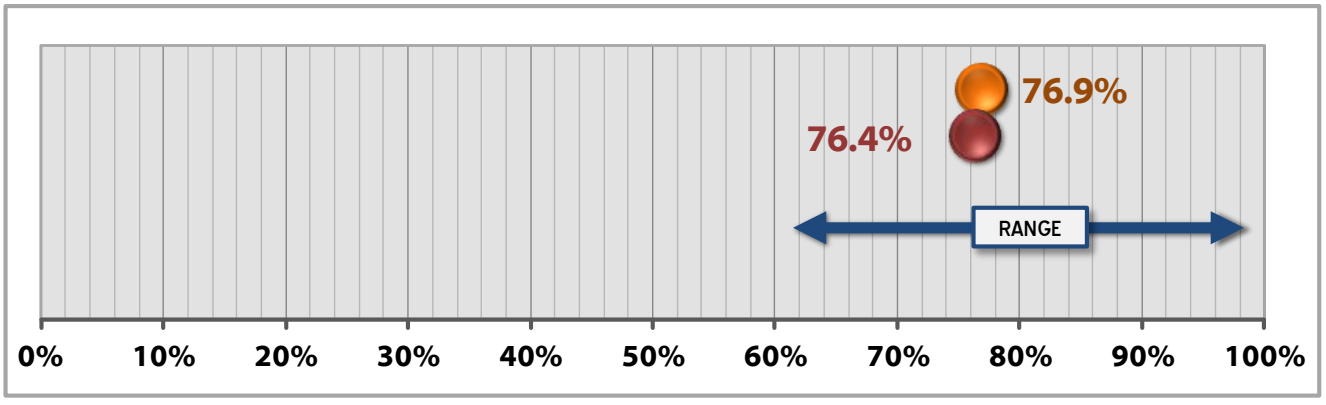
Table 33

Percentage of Program Sponsorship (only U.S citizens or permanent residents)

CATEGORY	Average	Median
A. Administered or managed completely by your own institution (including bilateral exchanges with foreign universities) regardless of whether you give direct credit	76.9%	76.4%
B. Organized or sponsored by other institutions or providers regardless of whether you give direct credit	21.9%	22.7%
C. Do not know	1.2%	0.0%

Chart 26

Percentage administered or managed completely by your own institution



4.2. INSTITUTIONAL FUNDING FOR STUDENT PARTICIPATION IN LEARNING ABROAD

Six CIC member universities reported an aggregate of $4,530,835 in institutional funding for student participation in Learning Abroad (direct funding to students). The average amount offered as funding was $755,139 (Table 34 and Chart 27).

On average each institution offered $755,139 as institutional gift aid of which $193,352 as an endowed gift aid for credit-bearing learning abroad for degree-seeking students. This figure does not include loans, students from other institutions or scholarships awarded from sources outside each institution, e.g. Federal scholarships (reported next).

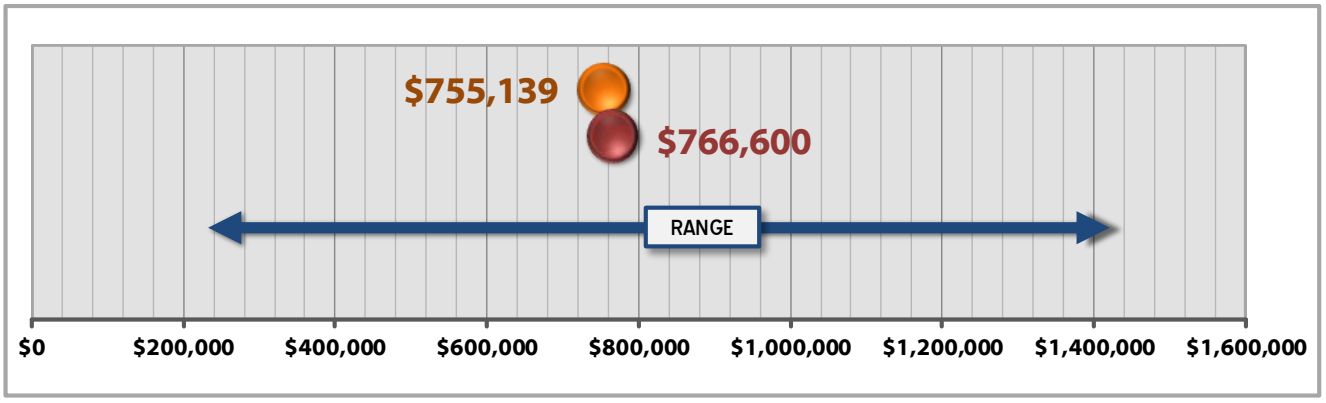
Table 34

Institutional funding for student participation in Learning Abroad Programs

CATEGORY	Aggregate	Average	Median
A. Amount of institutional gift aid	$4,530,835	$755,139	$766,600
B. Of this, what is the amount of endowed gift aid	$1,160,114	$193,352	$220,006

Chart 27

Institutional funding for student participation in Learning Abroad Programs

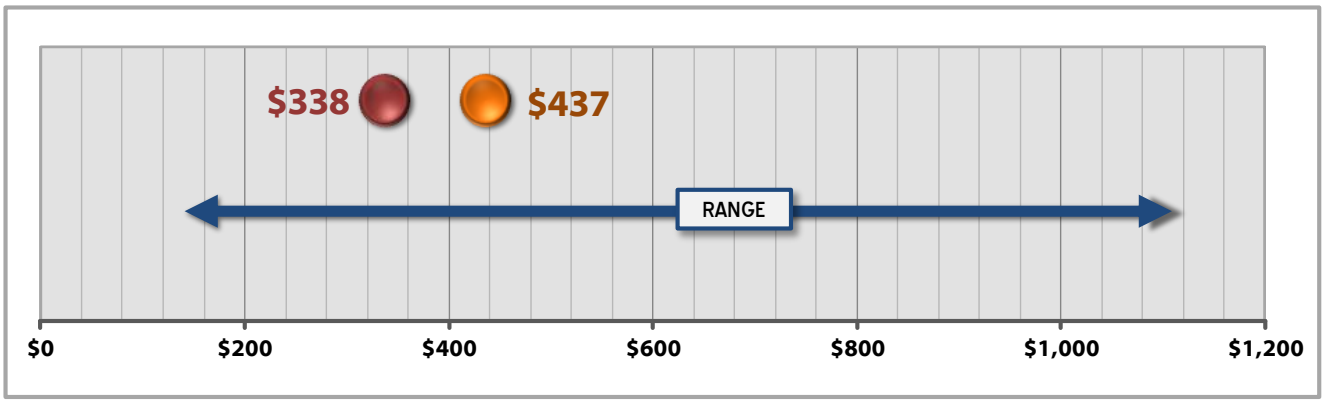


In addition, we calculated the institutional funding for student participation in Learning Abroad (direct funding to students) per participant.

This provides a different view of institutional funding that each learning abroad student received on average during Fall 2011 through Summer 2012. Across these six universities, on average each participant received $437 in funding with a median of $338 (Chart 28).

Chart 28

Institutional support for student participation in Learning Abroad Programs per student



4.3. OTHER SCHOLARSHIPS

Six CIC member universities reported information on other scholarships. They reported 112 learning abroad participants received other scholarships including 93 undergraduate and 19 graduate students (Table 35).

The largest external scholarship program for undergraduate students was the Benjamin A. Gilman International Scholarship Program which were awarded to 48 undergraduate students.

Graduate students were only awarded Fulbright scholarships or other scholarships not listed.

Table 35

Total of Other scholarships

SCHOLARSHIP	UNDERGRADUATE	GRADUATE	TOTAL
A. Boren	5	0	5
B. Gilman	48	0	48
C. Freeman Asia	11	0	11
D. Fulbright	12	8	20
E. DAAD	1	0	1
F. Erasmus Mundus	0	0	0
G. Other	16	11	27
TOTAL	93	19	112

4.4. FEE STRUCTURE

Universities were asked to indicate the fee structure for non-residents and outside students (including out-of-state, international students, and other institution students) who participate in Learning Abroad Programs and six CIC member universities responded. Four indicated that they had higher fees for non-residents and students from other universities, one university reported that their fees were the same as in-state students and one university reported both occurred.

SECTION 5
INBOUND MOBILITY STUDENTS

5.1. INBOUND MOBILITY STUDENTS

Universities also provided information on inbound mobility students. Six CIC member universities reported an aggregate of 3,405 inbound mobility students of which only five universities were able to report the breakdown between undergraduate and graduate students. These five universities reported in aggregate 1,027 undergraduate students and only 90 graduate students (Table 36). One university was only able to report total numbers.

This was an new question for these institutions, and as such, the quality of the data varies across the group. In the next version of this study we will refine some definitions to obtain a more accurate outcome.

Table 36

Total inbound mobility students (all students)

	UNDERGRADUATE	GRADUATE	TOTAL
A. Inbound exchange students (tuition waiver)	501	51	863
B. Inbound fee-paying students	243	1	940
C. Inbound international joint or double degrees	101	16	117
D. Other non-semester visiting students (e.g. summer workshop groups)	182	22	266
TOTAL	1,027	90	2,331

The information provided on inbound mobility students shows an average of 333 students per university and a median of 275 students. The larger group of inbound mobility students is inbound fee paying students which represents 40.3% of the total reported by these six universities (Chart 30).

Chart 30

Total inbound mobility students (all students)

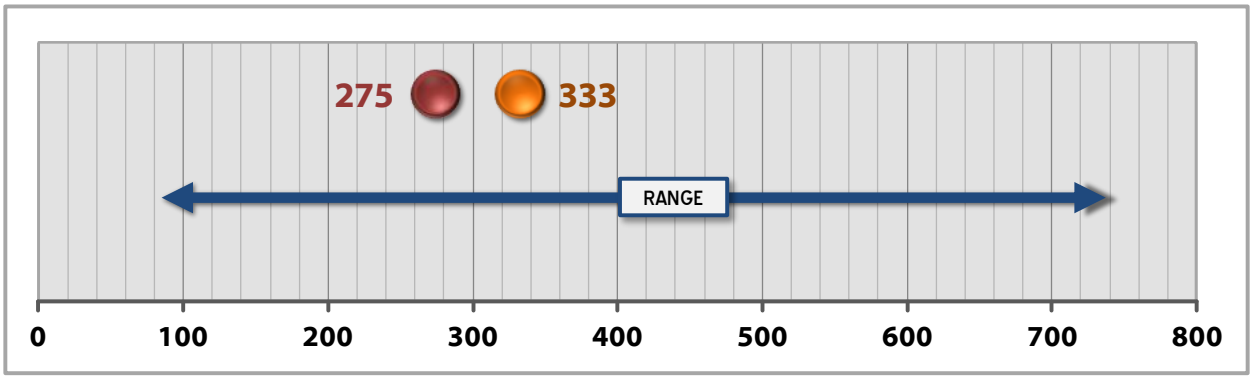


Table 37

Average and Median of inbound mobility students

	Average	Median
A. Inbound exchange students (tuition waiver)	144	135
B. Inbound fee-paying students	157	56
C. Inbound international joint or double degrees	20	11
D. Other non-semester visiting students (e.g. summer workshop groups)	44	31
TOTAL	333	275

Table 38

Percentage of inbound mobility students

	Aggregate	Average	Median
A. Inbound exchange students (tuition waiver)	37.0%	49.1%	49.2%
B. Inbound fee-paying students	40.3%	31.3%	26.0%
C. Inbound international joint or double degrees	5.0%	6.4%	7.4%
D. Other non-semester visiting students (e.g. summer workshop groups)	11.4%	13.3%	6.8%

Appendix 1. DEFINITIONS

FIRST GENERATION STUDENT – A student whose parents never enrolled in post-secondary education (U.S. Government's definition) or whose parents did not obtain a college or university degree (definition used by some institutions). (Forum for Education Abroad, 2011).

LGBT STUDENT – A student identifying as lesbian, gay, bisexual, transsexual or queer.

TRANSFER STUDENT – A student enrolled at an institution who has previously pursued study at the same level (for example, undergraduate) at one or more other institution of higher education. (Forum for Education Abroad, 2011).

PART-TIME STUDENT – Apply the definition used by your university. For example, at MSU this means students with less than a full load of 12 credits for undergraduates and 9 credits for graduate.

INTERNSHIP/PROFESSIONAL PRACTICUM – A work abroad placement, usually connoting working with professionals, with a primary purpose that is educational. Essentially synonymous with the terms practicum and practical training. An internship program may be offered for the experience in its own right, or may be combined with coursework and offered within the context of a study abroad program for academic credit. Paid or unpaid.(Forum for Education Abroad, 2011).

SERVICE LEARNING/COMMUNITY ENGAGEMENT –A subtype of field study program in which the pedagogical focus is a placement in an activity that serves the needs of a community. A specially designed experience combining reflection with structured participation in a community-based project to achieve specified learning outcomes as part of a study abroad program. The learning is structured to develop an integrated approach to understanding the relationship among theory, practice, ideals, values and community.(Forum for Education Abroad, 2011).

VOLUNTEERING – A placement allowing participants to engage with the local community in a structured but unpaid capacity (though some programs provide a living stipend). Although this term is often used interchangeably with service learning, it different in that academic credit is not awarded and there is typically less structured learning. (Forum for Education Abroad, 2011).

RESEARCH – A subtype of field study program in which the main focus is research conducted by participating students.(Forum for Education Abroad, 2011).

CONFERENCE PRESENTATION - A student presentation at a professional or academic conference, where the presentation is included as a formal part of the conference program.

LEADERSHIP EVENT – A student usually invited to attend a formal meeting or event sponsored by a multi-national organization or international student organization. Examples include UN summits, Golden Key events, AIESEC conferences.

INTERNATIONAL COMPETITION–A formal or event competition in any discipline and includes such activities as mock law trials (moot court), international design competitions, debates, etc.

JOINT DEGREE – A degree jointly offered and jointly awarded by more than one institution. A joint degree program leads to a single credential or degree conferred by all participating institutions. All institutions share responsibility for all aspects of the program's delivery and quality. The curriculum of the joint degree program is under the direction of a joint program faculty, with representation from each participating institution.(Forum for Education Abroad, 2011).

DUAL DEGREE– Two degrees awarded to a single student by two different institutions by way of a formal articulation program between the institutions. The curriculum of the dual-degree program may be under the direction of a joint program faculty, with equal representation from each participating institution, or curriculum may be the separate responsibility of each institution.(Forum for Education Abroad, 2011). This may also be called a Double Degree.

This report was prepared by Davina Potts, Keri Ramirez and Dimity Huckel at Studymove Consultants.

Please contact us if you have a question or require additional information about this report.

STUDYMOVE CONSULTANTS

Email: davina@studymove.com and keri@studymove.com

Web: www.studymove.com